



ST SAVIOUR'S
Primary School

PARENT HANDBOOK 2024

Strive in Faith, Learning and Life



ST SAVIOUR'S
Primary School



Strategic Plan 2024–2026

As Toowoomba's oldest Catholic school, St Saviour's Primary School is committed to making a difference in an ever-changing world. The school has a long tradition of providing high quality education and care for boys and girls from prep to year six.

Our Mission

Strive in Faith, Learning and Life

Our Vision

We offer a contemporary Catholic education

- experiencing FAITH in the Mercy Tradition
- within a dynamic LEARNING environment
- that prepares our learners for LIFE.

Our Mercy Values



COMPASSION



SERVICE



EXCELLENCE



Proudly part of:
Diocese of Toowoomba
Catholic Schools

Strategic Plan 2024-2026

Being distinctively Catholic

St Saviour's aims to provide religious education which is reflected in the lives of our students.

- Promote an understanding and expression of a contemporary Catholic Identity.
- Foster a sense of belonging for all, including First Nations students and their families and diverse faith and cultural communities.
- Staff and students grow in their spiritual and faith journey through meaningful and authentic experiences.
- Continual reflection on and implementation of an engaging Religious Education Curriculum.

A culture of learning

St Saviour's is committed to being a place where educators use their expert knowledge of the curriculum to effectively teach expert learners based on their personal needs.

- Deliver learning progress and achievement for all, to prepare lifelong learners for the 21st century.
- Embed a common language of learning, where teachers and students know exactly what they are teaching and learning.
- Engage with our learner qualities and impact cycles for continuous improvement.
- Deepen learning experiences through the use of the design thinking process and STEM initiatives.

Valuing our people

St Saviour's seeks to be an environment that nurtures all members of the whole school community.

- Invest in restorative practices as a whole school approach.
- Develop and implement a school wellbeing framework.
- Create a structured approach to staff growth and wellbeing through effective goal setting, professional development and ongoing consultation.

Using resources wisely

St Saviour's strives to provide a contemporary, inclusive and well resourced learning environment with highly capable and expert staff.

- Engage parents as critical partners in reinforcing a positive learning disposition.
- Keep up-to-date with the latest technological developments such as Hybrid Learning and Professional Development.
- Formalise succession planning and leadership development opportunities.
- Continuous improvement of school facilities and resources according to stakeholder voice and school master plan.



ST SAVIOUR'S
Primary School

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www.sspstwb.catholic.edu.au

Information for parents

Planning for Personalised Learning

one class-based plan for all students

This parent information brochure explains what Planning for Personalised Learning is and how teachers plan to ensure that they use the best methods to maximise your child's learning.

Our commitment

All teachers in Toowoomba Catholic schools are committed to ensuring all students experience academic success and achieve their best.

We believe that every child can learn and the needs of every child are important.

Our values

Our values of human dignity, unlimited potential and fullness of life are achieved by the following actions.

"I like seeing my child's learning attached to the curriculum." Parent



"What I know about my students is reflected in my planning." Teacher

Our values in action

Students first



know our students
deliver what matters
make decisions with empathy

Ideas into action



challenge the norm and suggest solutions
encourage and embrace new ideas
work across boundaries

Unleash potential



expect greatness
lead and set clear expectations
seek, provide and act on feedback

Be courageous



own your actions, successes and mistakes
take calculated risks
act with transparency

Empower people



lead, empower and trust
play to everyone's strengths
develop yourself and those around you

Key messages

Planning for Personalised Learning

begins with students and their learning

is owned and managed by classroom teachers

occurs for all learners, by all teachers

encompasses collaboration and consultation

connects student learning to the curriculum

focusses on the planning process not the product

incorporates evidence-based teaching practice for all students

Academic success for all | Making Jesus known



Diocese of Toowoomba
Catholic Schools

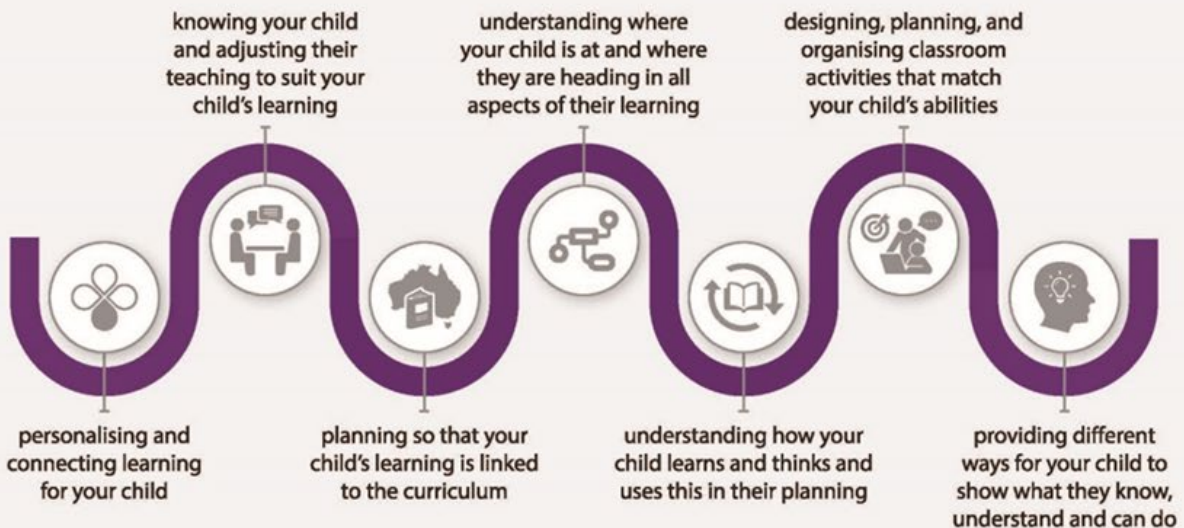
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All Toowoomba Catholic Schools teachers focus on



For further information about how your school is using Planning for Personalised Learning to benefit students, contact your child's classroom teacher or visit www.twb.catholic.edu.au for your school's contact details.

Academic success for all | Making Jesus known



**Diocese of Toowoomba
Catholic Schools**

WELCOME

St Saviour's Primary School aims to nurture students by providing an environment where our Vision and Mission is incorporated into what we do and how we treat one another.

FROM THE PRINCIPAL

Welcome to St Saviour's Primary School, Toowoomba. 2024 marks 161 years of Catholic schooling at St Saviour's Primary School.

Our community is made up of students, parents, teachers and staff and upholds our vision of 'Strive in Faith, Learning and Life' by having a welcoming, inclusive and positive environment as we work together through our Catholic Christian faith, actions and love for all.

St Saviour's is a place where our students are encouraged to learn and reach their full potential as individuals and as members of the wider community.

St Saviour's Primary School is currently following our Master Plan to cater for enrolment numbers. We are currently delivering new buildings and facilities. These projects are part of a long-term strategy to meet enrolment demand and to continue to develop modern, first-class educational facilities to meet all the challenges that the 21st century brings.

Today, St Saviour's Primary School, in strong partnership with the Parish Administrator and parish community of St Patrick's Cathedral, is recognised for proudly offering a quality inclusive Catholic Education. As the school has grown and changed, it has continued to build on the traditions established by the Sisters of Mercy. Their spirit of service, compassion and excellence still flows through the total school community and is further strengthened by the traditions established by the parents, staff and students over the past 160 years.

This handbook attempts to capture some of the beliefs and practices of the school, which have their origins within the school's story. While it covers key areas, it does not attempt to cover all possibilities. Rather, it is meant as a guide to allow you to gain a sense of what St Saviour's Primary School is about.

The handbook also complements our official school website www.sspstwb.catholic.edu.au

Being the educational leader of this fine school is both a privilege and an honour. As St Saviour's Primary School celebrates being the oldest Catholic School here in Toowoomba, we have much for which to be thankful for. I am proud to be a part of the story of our school and to contribute to the school's ongoing development in partnership with each member of the school community.

Mr Sam Hannant, Principal

FROM THE ASSISTANT PRINCIPAL ADMINISTRATION (APA)

I would like to take this opportunity of welcoming your family to our school community. As a teaching and learning team, the expert staff at St Saviour's Primary will endeavour to ensure that you and your child find this learning environment stimulating and rewarding.

It is an honour to continue to serve you and I look forward to continuing my work with Ms Sleba and the St Saviour's Primary Staff to ensure that every learner has the best possible opportunity to advance their academic achievements.

Your child will now have the opportunity to be immersed in all that St Saviour's Primary has to offer. This includes, but is not limited to; inspiring learning opportunities, school camps, masses and liturgies, sporting carnivals, various school-based clubs, musical performances, school barbeques and other fun events.

I hope that you make the most of your child's time at St Saviour's Primary School.

Mrs Katie Hauser, APA

FROM THE TEACHERS

Thank you for entrusting us with the education of your child. Please be assured that you have chosen a school that believes in providing a warm, caring Christian environment where the social, emotional, physical and intellectual journey of each child is nurtured. We aim to provide the highest quality care and education and endeavour to work in partnership with your family throughout your child's schooling years. Please take the time to read this Parent Handbook as the information will help you and your child settle in. If you have any questions or concerns please do not hesitate to contact us.

HISTORY

EARLY HISTORY OF ST SAVIOUR'S PRIMARY SCHOOL: A GLANCE AT THE FIRST TEN YEARS!

A small but growing Catholic community was present in Toowoomba from the earliest days of its beginnings in the 1840s and 1850s. Priests from Ipswich came to Toowoomba to celebrate Mass and to visit the people. In the early 1860s, Mass was celebrated in the newly built Toowoomba Town Hall. In 1862, Fr Fulgentius Hodeburg was appointed to Toowoomba and Drayton; he arrived in September of that year.

By November 1863, as reported in the local newspaper the Darling Downs Gazette, a Roman Catholic School including accommodation for teachers was being built and was completed by the end of December. The School building was also used as a place for worship until a separate Church could be built. The origins of St Saviour's Primary School, even though the School would formally open its doors in early 1864 and would be known by different names through the years to follow, lay in these decisions and building activities of 1863, reflecting the determination of the local Catholic community of the time to have its own School and Church.

Almost nothing is known of the School that welcomed students in 1864 and the make-up of the school community: headmistress, teachers, students or families. It would seem that this early School also folded after some time but we don't know when or why. What we do know is that Fr Robert Dunne, who was appointed to Toowoomba in 1868, officially reopened the School in January 1869, with experienced teacher, Miss Katherine Brady as Headmistress and with forty-seven students enrolled.

By 1870, the School had grown to welcome one hundred and seventy students and in July 1870, Miss Kate Reordan followed Katherine Brady as the Headmistress, becoming the second lay Head Teacher of the School. During these early years, both Katherine Brady and Kate Reordan were assisted by pupil teachers but little is known of them.

Three years later Kate Reordan entered the Sisters of Mercy in Brisbane, and as Sr Mary Celestine, would become the Head Teacher of St Stephen's School in Brisbane where she taught for many years. Sr Mary Rose Flanagan, who with two other Sisters of Mercy had arrived in Toowoomba in 1873, was appointed the Head Teacher in 1874 and so began the long association of the Sisters of Mercy with what was then known as St Patrick's School.

Sources:

Bernie Moore: "St Patrick's Church: the Founding Years", Talk given to the Toowoomba Historical Society 21 March 2011

Neil Byrne: Robert Dunne. St Lucia, UQP, 1991.

Rae Pennycuik: "St Saviour's College". Article

Anne Hetherington and Pauline Smoothy: The Correspondence of Mother Vincent Whitty 1839 to 1892. St Lucia UQP 1991

HISTORY TIMELINE

- 1863** → St Patrick's Church and School opened - called St Patrick's Church School (cnr James/Neil Sts)
- 1869** → Reopened as St Patrick's School, 47 students with Miss Katherine Brady as headmistress
- 1870** → Katherine Brady resigned from her position and was replaced by Miss Kate Reordan; 170 students
- 1873** → Sisters of Mercy arrive in Toowoomba. Later this year, Kate Reordan enters the convent in Brisbane (All Hallows).
- 1874** → Sr Mary Rose appointed as Headmistress
- 1880** → New St Patrick's School built in the grounds facing Lawrence St. The former church/school burnt down in June 1880. The new St Patrick's Church is then built onto completed school building (forming a T-shape section.)
- 1873 to 1913** → Primary School only - St Patrick's School
- 1914** → Secondary School established - St Patricks Roman Catholic High School
- 1938** → School name change to St Saviour's - separation of Primary and Secondary
- 1948** → Primary School was named The Cathedral School - remains part of the parish
- 1958** → Records show that the school is still called The Cathedral School at this time
- 1965** → Records show that the school is called The St Patrick's School at this time
- 1976** → Records show that the school is called St Saviour's Primary School at this time
- 2016** → St Saviour's Primary School - Prep to Year 6 - Coeducational
- 2019** → Additional Preparatory Classroom built
3 streams in some year levels introduced
- 2022** → Major refurbishment of Administration, Year One Classrooms and Music Room
- 2024** → Major refurbishment of Early Years Classrooms and Playground, Library, Drop-off and Pick-up zone



WELCOME FROM THE APRE

As the Assistant Principal Religious Education (APRE) of St Saviour's Primary, I am delighted to welcome you to our school. I look forward to meeting you personally, so please do not hesitate to make yourself known at one of our upcoming gatherings.

My role as APRE, is to work with the Principal, Sam Hannant, to oversee the RE Program of the school. While all schools in Queensland follow ACARA (the Australian Curriculum), as a Catholic school, we have Religious Education as one of our learning areas. The RE curriculum is treated with the same rigor as the other eight learning areas, and is assessed and reported on. Part of my role is to oversee the delivery of RE Curriculum from Prep to Year 6. The second part of my role is to coordinate the Religious Life of the school and this is where perhaps you may like to be involved in a practical way. Whether it be whole school masses, class masses or Prayer Gatherings in the younger grades, as a parent/ carer, you are always welcome. Some of our weekly assemblies have a RE focus (eg Project Compassion during Lent, Holy Week Assembly prior to end of Term One) and we also support those in our community who may be having a bit of a tough time, or maybe just need a bit of help. We assist where we can.

I am very happy to welcome you to the St Saviour's Primary School family.

Mrs Ann-Maree Ward, APRE

LITURGICAL LIFE

The liturgical life of St Saviour's Primary School is ritualised in a diversity of ways:

- Class Prayers - start of school, before meal breaks, conclusion of class.
- Class Celebrations - each year level celebrates a Mass or Prayer Gathering every semester.
- Whole School Mass - the whole school celebrates mass at least once each term.
- School Assembly - Mondays at 2.30pm in the Mercy Centre. We pray and reflect together, with a focus on Church seasonal considerations.

OUR PARISH COMMUNITY

Our school is a parish school, and as such the school maintains open lines of communication with the wider parish community of St Patrick's Cathedral.

The school actively encourages families to participate in the life of St Patrick's Cathedral Parish. Parents and parishioners are always invited and encouraged to celebrate together at Liturgies and Masses. The school choir leads the congregation at St Patrick's Cathedral once a month. There are combined School/Parish Masses once a term.

- Parish Mass - once a week a class cohort joins a 9am Tuesday Parish Mass

The Parish Administrator, Fr Michael O'Brien, is a member of the School Board. This arrangement ensures that two way communication takes place.

SACRAMENTAL PROGRAM

Students in Year 4 (and older), who have been baptised will be invited to take part in the St Patrick's Cathedral Parish Sacramental Program. The Sacramental Program is run in Term One (Reconciliation) and Term Two (Confirmation and First Eucharist) and involves Parish, family and school. Information is sent home with students in Year 3, towards the end of Term 4, each year.



TEACHING AND LEARNING

CURRICULUM STRUCTURE

At St Saviour's Primary School, our curriculum is established according to the Australian Curriculum set out by ACARA and the Religious Education Curriculum as prescribed by the Archdiocese of Brisbane.

When planning, teachers look to the Australian Curriculum and plan how best to facilitate learning opportunities for our students.

The learning areas taught at St Saviour's Primary School are:

- Religion
- English
- Mathematics
- Science
- Humanities and Social Sciences
(including History, Geography, Civics & Citizenship, and Economics & Business)
- The Arts
- Technologies
- Health & Physical Education
- Languages

Teachers plan in year level teams and are supported by other staff, including our Learning Support Teacher (LST), Intervention Teacher, Teacher Librarian, Assistant Principal (Administration), Assistant Principal (Religious Education), Middle Leader and Guidance Counsellor, to cater for the diverse needs of students in each class.

Through the Religious Life of the School, our shared values and beliefs permeate our school culture in a similar way to the other cross-curricular priorities of Aboriginal and Torres Strait Islander histories and cultures, Sustainability and Asia and Australia's engagement with Asia.

LEARNING SUPPORT

Our goal is to support, through collaborative partnerships, a whole school commitment to the effective learning and teaching of ALL students. This is achieved by working as a team with all staff, including the School Counsellor, Inclusive Education Coach and visiting TCSO Speech Therapists, Occupational Therapists and support staff. The Learning Support Teacher facilitates:

- Professional development for teachers and school officers, as well as parent education
- Structured and strategic support to assist those in need including one to one and small group assistance both in and out of the classroom
- Assistance to children to achieve success in academic work, especially literacy and numeracy, as well as emotional and social well-being
- Individual and class assessment, as well as whole school monitoring and assessment
- Provision of reports, information and guidance to parents and teachers
- The tracking and monitoring of children with additional needs through their school life at St Saviour's Primary School to ensure appropriate intervention, consistent and continuous support
- Support for the development of children with additional needs, including emotional and social well-being, within and outside the classroom
- Provision of support, suggestions, ideas, and resources to students, teachers and parents (resource person).
- Student Support Committee to identify students requiring additional support and how to best meet the needs of these individual students, including High Potential Learners.
- The co-ordination of the NCCD (Nationally Consistent Collection of Data) process.

A School Counsellor works in the school on a part time basis to support students with their social and emotional development, and staff and parents in providing the most appropriate interventions and support for children in need. She works with individuals and small groups in need of brief counselling or emotional, social or behavioural support.

The TCSO provides access to a Speech and Language Pathologist and an Occupational Therapist. They work closely with the LST and Classroom Teachers to support students with additional needs and provide possible adjustments for these students. They also complete classroom observations and collaborate with parents as required and may make recommendations to seek private intervention.

SPECIALIST LESSONS

The Arts

Drama

Students have the opportunity to grow in the appreciation of the Arts through a weekly Drama lesson provided by our specialist Drama teacher, where they are able to express themselves in roleplay, poetry, prose and movement. Students have the opportunity to perform at our annual Drama Festival which encourages confidence in expressing and responding in performances in front of their peers.

Classroom Music Program

The classroom music program is supported by a qualified music specialist who provides a sequenced and cumulative learning plan involving composing, performing, aural skills and reflecting on the place music has within history. Vocal and instrumental work are incorporated in this program using predominantly Kodaly teaching techniques and emphasis is given to singing for enjoyment and repertoire building. Music is also integrated with other subjects where possible, e.g. Mathematics, Reading, Humanities, Science and Religious Education. Students from Year Three are warmly encouraged to join the school choir.

Students in Year 5 and 6 learn to play the ukulele within their music lessons. Playing an instrument has many health benefits including increased eye-hand coordination, lower stress levels, improved brain function, focus, and mental clarity. Other benefits include social interaction, a sense of achievement, and improved reading comprehension.

Health and Physical Education

Physical activity is fundamental to life. Health and Physical Education (HPE) is essentially concerned with education about how to live a healthy, active life. HPE is an area of education that we acknowledge as being unique and an essential element of a sound education.

While sport is valued and accepted as part of SSPS' HPE curriculum, it is only one component of a student's physical education. HPE is more than a preparation of students to play sport. It is a significant part of each individual's development, as it focuses on their understanding and enjoyment of, and competence in, the physical areas of learning and experience. It is preparation for life.

While not all students are "sporty", every student is encouraged to:

- 'Be brave and have a go'
- 'Pursue your personal best'
- 'Treat others the way you would like to be treated'

The Physical Education program includes:

- Swimming lessons run during Term 1. These are conducted by qualified swim teachers at Glennie Pool. As swimming is an integral part of the physical education program, it is expected all children will participate.
- Skills development program, leading to participation in modified games. Basic games skills include: running, striking, throwing, catching, kicking, stopping, fielding, bouncing and hitting. Modified games include: T-ball, basketball, netball, touch, soccer, kanga cricket, tenpin bowling, European handball and ultimate Frisbee.
- Athletics skills include: sprints, relays, distance running and ball games. Children from Years 4 -6 also participate in long jump, high jump and shot put.



- Other activities are conducted by teachers e.g. dance, skipping, health hustles, ball games, team sports, hand-eye coordination activities - sport for fun!

Students are involved in a variety of competitions.

- A school swimming carnival is held annually, in which all students participate. From this competition, children are selected to represent the school at the Zone Swimming Carnival.
- A school athletics carnival is held each year. From this competition, children are selected to represent the school at the Zone Athletics carnival.
- A cross country competition is held in Term 1. Children who train are eligible for selection for the school team and compete in a Zone Competition as well as individual carnivals.
- During the year, teams of senior students (from Years 4,5,6) compete against other schools in sports fixtures. These may include such sports as basketball, soccer, netball, touch football and others.

Safety

- Safety of students is the prime concern when any HPE activity is undertaken and parents are asked to note the following:
- Students will be excluded from any swimming activity if they suffer from infections, suppurating sores or suspected contagious diseases.
- Students must remove jewellery and other ornaments before taking part in all swimming or other HPE activities. Jewellery refers to stud earrings, sleepers, signet rings, necklaces, bracelets, watches, etc.
- Children must wear appropriate footwear when doing HPE activities i.e. sports shoes or sandals, and hats where appropriate.

Sports Houses

The students will be allocated a house team Yellow (Coolock), Red (Goretti), Green (McAuley) and Blue (Xavier). Students will be encouraged to develop loyalty to their team. Two Year Six students will be appointed as Captains of these houses each year.

- **McAuley (Green)** - Catherine McAuley is the foundress of our Mercy Sisters.
- **Xavier (Blue)** - Named after St Francis Xavier
- **Coolock (Yellow)** - The name of a house where Catherine lived.
- **Goretti (Red)** - Named after St Maria Goretti.



Dream, Believe, Achieve Goretti (Red)

Maria Goretti was a young Italian girl who died tragically at age 12 in 1902, at the mercy of a troubled neighbour. Maria died as a result of her absolute commitment to God, and her own sense of goodness. Maria's commitment to her faith, led to her forgiving her perpetrator from her deathbed. Her steadfast belief in God led to her becoming a saint in 1950. As a result of her forgiveness, the man who took Maria's life repented, and committed himself to a life of service and commitment to God through his work as a caretaker and gardener at a monastery.

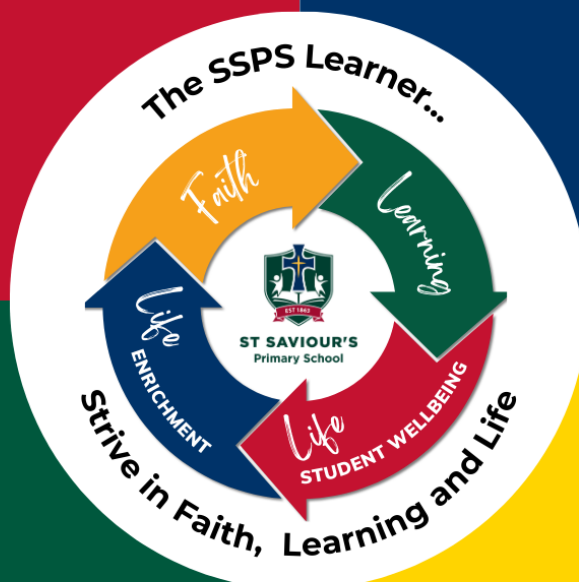
The colour red of GORETTI HOUSE relates to Maria's martyrdom – a life taken through commitment to God.

The cornerstone value of COMMITMENT is in direct response to the commitment St Maria Goretti displayed in her life, and leading into her death, by showing forgiveness to her the man who took her life. The cornerstone value of COMMITMENT encourages all members of our community to remain committed to our faith in God, and remain true to ourselves – the person God has called us to be.

Success through Effort Xavier (Blue)

St Francis Xavier, a Basque noble, studied at University in Paris in the 1500s where he met Ignatius Loyola, and become one of the seven who founded the Society of the Jesus (the Jesuits). Xavier was a great missionary, 2nd only to Paul and also one of the great evangelists. As a Jesuit, Francis believed that God was to be found in all things and that all human endeavour be carried out 'for the greater glory of God'. Every endeavour undertaken by Xavier was carried out with quality. Even when he evangelised Asia and the Pacific, he did so in such a way that it was done with quality, in that he learnt the local language of the people and taught them about Christianity. The people were able to connect with his message, despite cultural differences.

The colour blue of XAVIER HOUSE is symbolic of the waters St Francis Xavier traversed throughout his life as a missionary. The cornerstone value of QUALITY is in direct response to the quality and determination of St Francis Xavier, and the high level of expectation he set for himself, in all that he did. The cornerstone value of QUALITY encourages all members of our community to commit ourselves to striving to achieve quality, in all that we undertake; may all that we do be 'for the greater glory of God'.



Service to Others McAuley (Green)

Venerable Catherine McAuley was Foundress of the Sisters of Mercy in Dublin in the 1800s. Since this time, the Mercy Sisters have played an integral role in the education of young Catholic people right across the world.

The colour green of McAULEY HOUSE relates to Catherine's Irish heritage.

The cornerstone value of SERVICE is in direct response to Catherine's call to service to the marginalised people who lived in her midst. She used her own personal wealth to enrich the lives of others, and to offer service to the poorest of the poor.

The cornerstone value of SERVICE encourages all members of our community to commit to outreach to others, with a preparedness to be of service, in the same way Catherine McAuley was.

Care, Compassion, Achievement Coolock (Gold)

Coolock House is situated outside of Dublin and is the place where Catherine McAuley spent almost two decades caring for the elderly Callaghan couple. When Mr and Mrs Callaghan passed away, the entire estate was left to Catherine. Mr Callaghan had known that compassionate Catherine was committed to using the funds she acquired from the sale of the Coolock, to purchase a house in the centre of Dublin, which would serve as a refuge for the poor and marginalised, particularly women and children. Coolock House may be associated with the virtue of the compassion, given the compassion showed by the Callaghans to orphaned Catherine, by providing her with a loving home. This compassion was reciprocated by Catherine then to the Callaghans, nursing and loyally caring for them for some twenty years, from old age until their death.

The colour gold of COOLOCK HOUSE is symbolic of the happiness Catherine and the Callaghans experienced during their time together at Coolock House.

The cornerstone value of COMPASSION is in direct response to the compassion exhibited by both Catherine and the Callaghans for one another – Catherine through her care of the Callaghans, and the Callaghans through the love and nurturing they offered Catherine when she most needed security. The cornerstone value of COMPASSION encourages all members of our community to commit ourselves to showing compassion to one another, especially those who are in most need.

ASSESSMENT, FEEDBACK AND REPORTING

St Saviour's Primary is guided by the Toowoomba Catholic Schools Assessment, Feedback and Reporting Framework. This framework describes assessment as the ongoing process of gathering, analysing and reflecting on evidence (single or multiple sources) by teachers and students in order to make informed judgements or inferences about what the students know, understand and can do.

The fundamental purpose of assessment in education is to establish and understand where learners are in an aspect of their learning at the time of the assessment and to map student progress over time. It is a dynamic process that involves teachers making ongoing judgements (minute by minute, day by day) about student progress. These judgements are then used to design and deliver effective feedback.

There are different types of assessment. Short cycle assessment happens within and between lessons and is shared through feedback (minute by minute). Medium cycle assessment happens within and between units. Long cycle takes place across terms and standardised or external assessment takes place yearly. These assessments can be for learning (formative), which helps to identify a student's current understandings to help them attain higher levels of performance. They can also be of learning (summative), which indicates the standards achieved by students at particular points in their schooling.

Effective feedback is designed to achieve improvement in student learning by continuously driving student performance towards a current learning goal. It leads to significant improvement in student outcomes.

Through feedback students:

- Autonomy, ownership and self-regulation is increased
- Effort, motivation and/or engagement is increased
- Are led to alternative strategies to understand
- Confirm that they are correct or incorrect, or how far they have reached toward their goal
- Identify alternative direction they may take in their attainment of the learning objective

There are various types of reporting at St Saviour's Primary. These include:

- Progressive or continuous reporting, which is ongoing reporting of individual student progress (e.g. phone calls, emails, parent communication)
- Formal reporting includes report cards (end of terms 2 and 4), parent/teacher interviews (end of terms 1 and 3) and academic/encouragement certificates (end of each term at the final assembly).
- External agency reporting includes reporting student achievement to outside agencies.

SOURCE - Toowoomba Catholic Schools Assessment, feedback and reporting framework

Reporting Student Progress Throughout the Year

Reporting is a process, not simply a report card. No single method, such as a twice yearly written report, can be left to carry the whole burden of reporting student progress each year. At St Saviour's Primary School, we believe the most effective reporting occurs when various approaches are used throughout the year. Parents are also encouraged to contact their child's teacher at any time throughout the year to discuss their child's learning at a time convenient to teachers and parents.

The following is an overview of the reporting process that is currently used at St Saviour's Primary School.

Term 1

- Years Prep - 6 Parent/Teacher Information Evening (early in term).
- Parent/Teacher interview offered - offered through Sentral Parent Portal.
- Class Communication notes - sent home each week.
- Work Samples - May be sent home throughout the term.

Term 2

- Class Communication notes - sent home each week.
- Work samples - May be sent home throughout the term.
- Years P - 6 formal written report - End of Semester One.

Term 3

- Class Communication notes - sent home each week.
- Work samples - May be sent home throughout the term.
- Parent/Teacher interview - offered through Sentral Parent Portal.
- Year 3 / 5 NAPLAN student report to be forwarded home - Generally, end of term.

Term 4

- Class Communication notes - sent home each week.
- Work samples - May be sent home throughout the term.
- Years P - 6 formal written report - Semester Two.

HOMEWORK

Homework is returned to the class each Thursday. New homework will be sent home each Friday afternoon.

We should never underestimate the importance of everyday home life in generating pleasure, confidence and ongoing interest in learning. Indeed, some of the best 'homework' is to be found in:

- Shared stories where Mum or Dad and children read to each other.
- Watching a television show with the child/children and discussing it afterwards.
- Private reading in bed before lights-out, as a family ritual.
- Sharing computer activities with your child/children.
- Visits to a variety of places of social, historic or natural interest.
- Family games, activities and hobbies.
- Visits to the local library.
- Helping with various household tasks.
- Lots and lots of conversation.
- The kind of 'imaginative' play that comes naturally to children - especially in the early years.
- The school's policy is that homework be given. It is suggested that homework has both a numeracy and literacy component. Homework may be modified according to the needs of the children. Including reading, suggested time for homework:

Prep	10 - 15 mins (Monday, Tuesday, Wednesday and Friday) (1hr max per week)
Yr 1 & 2	10 - 20 mins per school night (Monday, Tuesday, Wednesday and Friday) (80mins max per week)
Yrs 3 & 4	15 - 30 mins per school night (Monday, Tuesday, Wednesday and Friday) (2hrs max per week)
Yrs 5 to 6	20 - 40 mins per school night (Monday, Tuesday, Wednesday and Friday) (2hrs 40mins max per week)

Normally teachers will outline their homework procedures at their Parent/Teacher Information Evening held in February of each year. At other times parents should consult their child's teacher in order to familiarise themselves with the procedure in each class. Parents are expected to support teachers in their supervision of homework.

Homework is encouraged to be completed appropriately and at a high standard. Students who do not complete homework will be given an appropriate consequence eg. Complete homework during lunch break.

Parents are expected to write a note or contact the classroom teacher explaining why homework wasn't completed.

All children at St Saviour's Primary are given their homework on a Friday and then have until the following Thursday to return it to school. There is a homework support group on Thursday during lunch time for those children who struggle to get their homework completed at home.

How does homework assist children to become better learners?

It enables them to consolidate what they have learnt at school, thus increasing the pupil's confidence and enjoyment of learning.

It allows for the fact that children learn and work at different rates and have different needs.

It gives parents opportunities to encourage, express approval, and in general, relate positively to their children.

It develops self-discipline by making reasonable demands and fostering long term habits of learning and planning.

How can parents help with homework?

Make homework time as pleasant as you can:

- Praise rather than criticise.
- Provide a pleasant work area i.e. quiet spot, desk, lamp.
- Turn off the television and remove other obvious distractions.

A predictable routine can help. Having a limited time and a regular place makes things much easier.

Encourage the child to work efficiently, and don't allow him or her to work on and on when frustrated and tired. Let the class teacher know there has been a problem. If you are actively helping, keep explanations as simple and practical as you can. Demonstrate, encourage and express satisfaction. If you find yourself becoming frustrated and the atmosphere becoming tense, stop giving 'assistance'.



IGNITE

The Ignite Learning project is based on John Hattie’s Visible Learning work which includes the world’s largest collection of research on what actually works in improving student outcomes. It draws on the many texts that are continuously being published within the official Visible Learning Collection as well as a large range of other well-known educationalist from across the globe.

Three concepts: learning, impact and agency, are identified as being at the core of the Ignite Learning project. With the ultimate aim of the project being, to assist St Saviour’s Primary to ensure that all students achieve academic success. This project, however, is also aimed at assisting our learners to develop the skill, will and thrill of learning by creating learning environments centered clearly on ‘learning’ and the development of learners who are equipped with skills, understandings and drive to be able to successfully negotiate the complex and uncertain nature of the world of their future. Embracing these three core concepts will also serve to develop a culture of learning, a common language of learning and a community of learners across the school.

AT ST SAVIOUR'S PRIMARY SCHOOL WE USE OUR LEARNER QUALITIES TO STRIVE IN LEARNING AND LIFE!

- BE ADVENTUROUS**
I TAKE A RISK
OPEN TO NEW THINGS
LEARN FROM MISTAKES
- BE DETERMINED**
I NEVER GIVE UP
STAY FOCUSED
PRACTISE
- BE COLLABORATIVE**
I LEARN WITH OTHERS
PARTICIPATE
CONTRIBUTE
EMPATHISE
- BE CURIOUS**
I ASK QUESTIONS AND SEEK ANSWERS
WONDER
EXPLORE IDEAS
DISCOVER NEW THINGS
- BE CREATIVE**
I IMAGINE NEW POSSIBILITIES
THINK OUTSIDE THE BOX
SEEK ALTERNATIVES
- BE A COMMUNICATOR**
I SHARE MY THOUGHTS
ORGANISE YOUR THINKING
EXPLAIN YOUR IDEAS CLEARLY
- BE A THINKER**
I EXPLAIN MY THINKING AND REFLECT ON LEARNING
THINK DEEPLY
SOLVE PROBLEMS



FAITH

We offer a contemporary Catholic education. Experiencing FAITH in the Mercy tradition within a dynamic LEARNING environment that prepares our learners for LIFE.

COMPASSION SERVICE EXCELLENCE

LEARNING

We build a welcoming environment that is challenging and engaging, where everyone develops learner qualities to become confident, self-directed learners. We encourage students to take risks, learn from their mistakes and transfer learning into life.

BE ADVENTUROUS BE DETERMINED BE COLLABORATIVE BE CURIOUS BE CREATIVE BE A COMMUNICATOR BE A THINKER

LIFE - STUDENT WELLBEING

Positive Education Curriculum, School Wellbeing Officer, Brain Breaks, Whole School Wellbeing Framework

LIFE - ENRICHMENT

STEM - STEM Club - 1 to 1 Devices - New Facilities
Chess Club - Fitness Club - Choir
Drama - Sport - Languages



PARENTAL INVOLVEMENT

WAYS PARENTS MAY BE INVOLVED IN YOUR CHILD'S EDUCATION

- Parent/Teacher meetings
- Parent support in classroom activities
- Parents are invited to attend children's assemblies
- School Board
- Pastoral Care Team
- Events Committee or taskforce groups for particular projects
- Celebrations of Learning
- Community engagement events
eg. Welcome BBQ, Father's Day, Mother's Day
- Grandparent's day
- School Open Day
- Meetings with parents, teacher and support staff to plan for children with special needs
- Tuckshop Parental Assistance
- Library events

PARENT ENGAGEMENT NETWORK (PEN)

The Parent Engagement Network (PEN) at St Saviour's Primary School is a formal structure designed to enhance the partnership between the school, parents, and families. Governed by a Constitution, the PEN serves as an alternative model to the School Board and Parents and Friends Association, recognising the evolving nature of families and schools.

The PEN encourages active parental involvement in school planning, policy development, decision-making, and educational programs. Its key features include regular Forums, Working Parties, and an Executive composed of ordinary members and ex-officio members. The main goal of the PEN is to work in partnership with the school engaging parents to provide and support the best possible outcomes for all children at St Saviour's Primary School through service, community and learning events.

The Constitution outlines the purpose, structure, membership, and operational procedures of the PEN, emphasising the advisory role of parents in supporting the school's educational mission.

PEN Meetings

The PEN general meeting will occur on the Tuesday in Week 4 of every term from 5.30pm to 6.30pm. All are welcome to attend.

SCHOOL VISITORS AND VOLUNTEERS

Volunteers and visiting service providers are an essential part of our school community. Working together we aim to create and maintain safe environments for our students, staff and families. We require all volunteers and visiting service providers to read, understand and follow the relevant code of conduct and student protection information.

<https://www.twb.catholic.edu.au/work-and-learn-with-us/volunteers-and-visiting-service-providers/>

All visitors, including parent helpers for tuckshop, classroom etc. to the school must first report the nature of their business to the school office and complete the sign-in register and attach a visitor's tag. This includes volunteers for the Prep. Parents are required to complete the Volunteer Register, which is maintained at the front desk in the office.



IMPORTANT INFORMATION

THE SCHOOL DAY

8.30am	School Day begins - Morning Session
10.45am	Morning Tea
11.15am	Middle Session
12.45pm	Lunch
1.30pm	Afternoon Session
2.50pm	Prep finishes for the day
3.00pm	Years 1 to 6 finish for the day

ABSENCE FROM SCHOOL

If your child is going to be absent, please inform the school office via phone on **4637 1700** or via Absences on the **Senral Parent Portal** by 9am as we are required to record a reason as to why your child might be away. The school office will contact parents if a child is absent without notice.

BOOKLISTS

Booklists are available from the school office or online (www.brownsstationery.com.au) from Browns Office Choice. Booklists for the following year are made available during the middle of Term 4.

ENROLMENT APPLICATIONS

Applications for Enrolment can be accessed via the schools website and submitted via email. A hard copy of the application can be obtained from the school office. Accompanying the application form must be the following documents:

- birth certificate
- any visa, passport and/or Australian Citizenship documents (if applicable)
- baptismal certificate (if applicable)
- immunisation certificate
- copy of latest report cards

Once the Application for Enrolment and accompanying documents have been received by the School Office an interview will be arranged with the Principal. Following the interview the applicant will be advised if a place is available.

HEALTH PROCEDURES

For the protection of your child, other children and staff in the group, **please keep unwell children at home.**

Usually, if you are in doubt as to whether a child is well enough to come to school - they aren't!!!

If your child becomes ill at school, we will call you or your emergency contact so that your child may be taken home. For this reason, please keep all contact details current.

Children with infectious diseases **MUST** be excluded from school. Please refer to the standard exclusion periods advised by the Queensland Government "Time Out" information sheets located in the back of the handbook. If your child's temperature reaches 37.5°C they will be sent home.

Accidents

Parents will be contacted as soon as possible if their child has been involved in an accident during the day. There are first aid officers within the school who will assist the student until parents arrive.

Minor Injuries - First Aid Officers assist the child.

Serious Injuries - In the unlikely event that your child has an accident at school which is considered serious enough to warrant urgent medical attention, an ambulance will be called **first** and parents/emergency contacts second.

Medical Conditions

If your child suffers from a medical condition such as asthma, allergies, seizures, diabetes, etc, please ensure that an up-to-date Action Plan from your GP has been provided to the school. You are welcome to provide a copy to the office but it is important that you have uploaded the most recent copy to your child's profile in the Parent Portal as this is accessible for teachers when attending excursions.

These action plans need to be updated yearly to help the school meet your child's medical needs should it be necessary.

Prescribed Medication

Medication can only be administered by staff if labelled by a pharmacist with your child's name and accompanied by a completed Medication Form. The Medication Form is available at the back of this Handbook or can be accessed via "Links" on the Sentral Parent Portal, the school website or from the School Office.

Any medication to be administered at school must be given to the teacher and sent to the office to be kept in a secure area. Only office staff or Leadership Team members can administer medication.



OUTSIDE SCHOOL HOURS CARE

Before school supervision is provided from 8.10am until school commences at 8.30am. If students need to be dropped off before 8.10am, then parents are required to contact Toowoomba Catholic Kindergartens and Care (TCKC) who operate the Outside School Hours Care (OSHC) service at St Saviour's Primary School.

Families wanting to enrol their children must visit our website www.tckc.qld.edu.au, click on OUTSIDE SCHOOL HOURS CARE tab and complete an enrolment form relevant to your school. The website also provides you with operating hours, fee schedules and other relevant information. The services offer flexible arrangements to suit the needs of your family and provides the opportunity for children to grow and develop their social skills in a leisure based environment nurtured by our Catholic ethos.

Toowoomba Catholic Kindergartens and Care (TCKC) offer a combination of before school, after school, pupil free days and vacation care led by a team of qualified educators. Our educators work with all children to create fun and recreational experiences so that a child's wellbeing, learning and personal development are a priority. The services provide a variety of indoor and outdoor activities to support the diverse interests of all children.

If you would like your child to attend outside school hours care, please contact Toowoomba Catholic Kindergartens and Care (TCKC) directly to make arrangements.

Operating Hours:

Before School Care	6:30am to 8:30am
After School Care	3:00pm to 6:00pm
Pupil Free Days	6:30am to 6:00pm (times may vary)
Vacation Care	6:30am to 6:00pm (times may vary)

Contact Information

Web: <https://twbckc.schoolzineplus.com/st-saviour-s-oshc-toowoomba>

Phone: 0429 381 561 or 0429 410 486

Email: SSPcare@tckc.qld.edu.au

PARKING AND ROAD SAFETY

As parking is very limited around the school grounds, please be mindful and move quickly to leave so others can have a park as well. All students who have to cross a road to get to their family car **MUST** use the school crossing even if accompanied by an adult.

Parking is available along Lawrence Street and in the St Patrick's Cathedral Carpark. There is limited street parking available via Perth Street. Please be mindful of school crossings, appropriate speed limits, bus zones and private driveways when nearby the school.

Afternoon pick-up supervision

From **3pm until 3.30pm**, supervision is provided for students waiting to be collected on Lawrence Street or Perth Street (bus pick-up). Otherwise, students are to be registered with the outside school hours care provider. If you are unable to collect your child before 3.30pm please contact the **Toowoomba Catholic Kindergartens and Care (TCKS)** service directly to arrange care.

Parking near the Mercy Centre

Parking near the end of the driveway off Neil Street, beside the Mercy Centre, is **strictly for deliveries** and for those families needing to access the Disabled Park. It is not to be used in the morning for drop off or in the afternoon for pick up.

Bus Zones

Strictly no parking in the Bus Zones. Police do regularly monitor these areas in the morning and afternoons.

Important Reminders

The safety of our students is a priority and as a result we ask that everyone observes the following recommendations when using the driveways and carparks of our school:

- Observe the STOP sign at the pedestrian crossing outside the Prep entrance.
- 10km speed limit throughout entry and exit and carparks.
- EXTREME CAUTION to be taken when reversing.
- NO pedestrian entry from Ruthven Street.
- NO parking in Ruthven Street.
- LEFT TURN ONLY from carpark onto Ruthven Street.
- When walking from Perth Street, use the DESIGNATED entry and exit footpath next to the rock wall.
- Under NO CIRCUMSTANCES are students to walk along the top of the rock wall.
- DO NOT park on the entrance driveway outside the Prep building, as it is unsafe for pedestrians on the path as well as making it difficult for cars to drive past. THIS IS A NO STANDING ZONE!
- DO NOT leave any siblings or other students in your parked car whilst collecting or dropping off your child.

SCHOOL BAGS

Families have the option of purchasing school bags for their child. These are on display in the school office and can be purchased from there if you wish to place an order. Please note that these bags are not compulsory but strongly encouraged for families to purchase. These bags are 40L in size and are dark navy with a white school logo. They feature reinforced back support, separate lunch section, iPad protective section, waterproof, water bottle section, other compartments for extras (eg. pencils, tuckshop money, etc).

SCHOOL COMMUNICATION


From 2022, the school will be using the Sentral Parent Portal for sending out “push alerts” which provide up-to-date information that could be anything from a bus being late to reminders about events for the next day.


Sentral Parent Portal

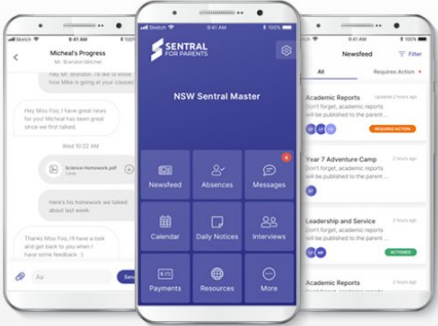
The Sentral for Parents app was introduced to our school in the middle of 2021. This Parent Portal will assist you to monitor your child’s school journey simply and efficiently, permission forms, keep student contact and medical information up to date, and give easier access to report cards.

Download the Parents App

The Sentral for Parents app allows you to monitor your child’s school journey simply and efficiently. You will find numerous smart features that help streamline your day. Receive messages and notifications from teachers, report absences, make payments for school activities and more. The Sentral for Parents app helps you stay connected and informed about your child’s education.

 GET IT ON Google Play

 Download on the App Store



I have a Parent Portal account, but I haven't used the Sentral app before.

- Download the app. Depending on your device, visit either the Apple App Store, or the Google Play Store.
- Search for your school within the search box.
- Tap Next.
- Enter your Parent Portal username and password.
- Tap Log In.
- View the QuickStart Guide.
- You're now ready to start using the app.

I don't have a Parent Portal account, and I haven't used the app.

- Download the app. Depending on your device, visit either the Apple App Store, or the Google Play Store.
- Search for your school in the search box.
- Tap Next.
- Tap Register here.
- Enter your details.
- Tap Create Account. This process also creates a Sentral Parent Portal account. You can use the login details created here to access the app, and the Parent Portal.
- You will receive a confirmation email.
- Click the link in the confirmation email to verify your details.
- Log in to the app.
- Use the access keys provided by your school to add your children to the app. Access keys can be added in the Settings menu.
- You will then see the Home Screen.
- View the QuickStart guide.
- You're now ready to use the app.

Do I need to add my children to the app?

- If you have a current Parent Portal account and can view your children there, you will not need to add them again in the app.
- If you are registering for the app and for the Parent Portal for the first time, you will need to enter an access key to access your child's information. The access key is provided by your school.
- Entering access keys is part of the registration process.

How do I register to use the app?

- If you have a Parent Portal account, log in with your Parent Portal details.
- If you don't have a Parent Portal account, you can register from the Home Screen of the app.

What is an access key?

- An access key is a unique code provided by your school which identifies your child within the Sentral Parent Portal. You need to enter this code when you log in to the Parent Portal, under My Access.

Where do I get my access key(s)?

- Access keys are provided by your school. Please contact your school's Sentral Parent Portal administrator for your access key(s).

What if I have children in different schools?

- When logged into the app, tap the Settings cog icon.
- Then tap 'Switch School'.
- Select the new school and log in.

This process will log you out of the first school. You will not be logged into two schools at the same time.

I can't log in. Forgotten password.

- Open the app on your device.
- Tap 'Search school name'.
- Search for and select your school from the list.
- Tap 'Login'
- Tap 'Forgot Password?'
- Follow the prompts to reset your password.

If you have registered for the app previously, but cannot remember which email you used, you have two options.

- Contact your school's Sentral Parent Portal administrator and let them know you've forgotten the email address associated with your Parent Portal account.
- Register for the app again, with a new email address. You will then need new access keys to link your children to the app. Contact your school to request new access keys.

The app doesn't work on my phone.

- Delete the app from your phone.
- Visit the App Store for your device, and reinstall the app.
- Log in to the app.
- If the app does not work on your device after this process, then contact your school's Sentral Parent Portal administrator to report the problem.

Communicating with Teachers

At St Saviour's Primary School, we believe that success in education comes in working in partnership with parents and the wider school community. We believe that all children and their families have the right to positive educational and life experiences and that clear communication between school, parents and students is a key factor in this. We have a commitment to improving parents' understanding of our school and in encouraging parents to be active participants in their child's education. Through communicating clearly and effectively with parents we will foster opportunities for parents to become involved in the life of our school.

Traditional communication between home and school at St Saviour's Primary School includes;

Informal - phone calls, face to face chats, emails, Sentral Parent Portal.

Formal - parent/teacher meetings, Open Days, Formal Reports

Printed - Newsletters, parent notes, Sentral Parent Portal and website.

Benefits

As the use of e-mail, communication apps and the internet becomes even more widespread, these tools become more valuable and useful in education for the purposes of increasing learning for students, and facilitating conversations between students, parents, and schools.

Guidelines for written communication:

1. Emails etc do not replace existing communication paths with the school.
2. Emails should not be used to communicate urgent or critical matters (e.g. Class absences, playground incidents). It is always best to speak with the member of staff concerned by telephone or in person. Please do contact the School to arrange an interview to discuss urgent or critical matters with the appropriate person. Keeping in mind that the **first point of call** is always your child's class teacher.
3. Because of the nature of their work, teachers spend almost all of their time in the classroom. When they are not in the classroom teachers may be in staff meetings, on excursions, or planning and marking. Added to this, all teachers perform a range of playground and co-curricular duties. Because teachers have a range of duties to fulfil, it may take longer than a parent might wish for them to respond to an email or telephone call. Generally speaking, teachers will endeavour to respond to an email or telephone call within 24 hours in the working week.
4. It is important to reflect upon the tone, timing and content of a message before it is sent. Emails written in haste or in anger rarely help to sort out issues or problems; in fact, a poorly written or emotionally charged email will almost always have the opposite effect. Too often, harshly written and 'angry' emails result in later regret.
5. Some members of staff have many different responsibilities. It is therefore important to ensure that you have made contact with the correct member of staff to be able to address your particular question or issue.
6. Emails are a quick and convenient way of communicating "good news". You are encouraged to use emails to send messages of encouragement and support to the staff of the School.

Newsletter

The school newsletter is distributed every second Thursday and a link will be made available via the Sentral Parent Portal and also through the school website. Some hard copies are kept at the front office on the bookshelf. Please help yourself. Any notices for the newsletter need to be emailed to the office by 9am Wednesday morning.

School fees

At St Saviour's Primary School fees are issued over three terms per year (Term 1, 2 and 3). They are issued at the beginning of the term and are sent home via email. The current school fee schedule can be found on the school website (<https://www.sspstwb.catholic.edu.au/enrolments/fees-levies>) or a hard copy is available from the school office.

Payment Options


Parents have the option of paying:

- directly at the school office by EFTPOS or cash
- by BPAY
- by Direct Deposit into the School Bank
Account Name: St Saviours Primary Account
BSB: 064-786
Account Number: 100025243
Bank: Commonwealth Bank of Australia
Branch: ADF
- by Direct Debit (forms are available from the school office).

SCHOOL LIBRARY

Our library is a vibrant, welcoming space which offers opportunities to engage with stories and information. The Teacher Librarian works with classroom teachers to share the joy of reading and to enable students to become effective and discerning users of information in all formats. All classes have a weekly borrowing session when students choose material for their reading pleasure. Students are welcome to join in the lunch time activities each Tuesday and Wednesday. We celebrate reading and learning throughout the year with special events around our Summer Reading Program, School Library Week, Book Week, Book Fair, Readers' Cup, Student Book Clubs, Makerspace activities and STEM Club.

Circulation Procedures

- Students borrow each week during a timetabled browse and borrow session.
 - Students may borrow during lunch-time activities each Tuesday and Wednesday and from 3pm to 3.15 pm Monday - Wednesday.
 - Home readers are borrowed from the library each week
 - Prep and Year 1 students may borrow two library items each week
 - Year 2 - Year 6 students may borrow 4 items each week. Students may negotiate further loans with the Teacher Librarian.
 - Students must have a homework folder/Library bag to safely transport books to and from school.
 - Students need to return items before borrowing new items once the number of loans exceeds 8.
 - Student loans are for 2 weeks.
 - Reservations for popular titles are necessary to secure a loan.
 - Students in Years 5 and 6 may borrow items identified as older reader titles (marked with a blue dot) unless parents have requested that they do not access these titles.
 - Reminders about unreturned loans will be emailed regularly from the Library Management System.
 - Payment for unreturned loans will be required after one term and the cost will be added to the school fee account.
- 

SCHOOL POLICIES

All school policies for St Saviour's Primary School can be accessed via the school website. Overarching Diocesan policies can be accessed via <https://www.twb.catholic.edu.au/about-us/policies-and-publications/policies-procedures-and-guidelines/>

STUDENT PROTECTION

St Saviour's Primary School firmly believes that Student Protection is everybody's business. The safety and wellbeing of our students is of paramount importance.

Student Protection Processes and Guidelines are in place at our school. These procedures reflect legislative and regulatory reporting requirements, and the policies of Toowoomba Catholic Schools (<https://www.twb.catholic.edu.au/parents-and-community/student-protection/>). All staff are trained in these processes and all of our schools have at least two nominated staff members, known as Student Protection Contacts, from whom students and staff can access support and advice. Posters can be found across the school grounds indicating the nominated Student Protection Officers for our school.

The Diocese of Toowoomba Catholic Schools is proud to continue its support of the Daniel Morcombe Child Safety Curriculum in our schools and a means of educating students about personal safety and protective behaviours. Information about the curriculum can be found by visiting the Daniel Morcombe Foundation website at: <http://www.danielmorcombe.com.au>

STUDENT TRANSFERS

If your child is transferring from St Saviour's Primary School to another school you will need to notify the Administration Office and complete a Student Withdrawal Form which is given to the Principal and advises the date your child will be finishing and which school they will be attending.

At the time of leaving St Saviour's Primary School, you are invited to provide feedback on your reasons for leaving and your experiences whilst at the school. This information will help us to celebrate the good things that are happening in our school and to make improvement where necessary.

<https://www.twb.catholic.edu.au/parents-and-community/toowoomba-catholic-schools-point-of-exit-survey/>

TECHNOLOGY

St Saviour's Primary School has always been at the forefront of the use of technologies to support student learning and we look forward to continuing this in the years to come.

Prep to Year 3 - Junior Digital Program

- Utilise school iPad and Surface Go banks (no purchase necessary).

Years 4 to 6 - Senior Digital Program

- Students will be utilising a Microsoft Surface Go (Pentium 4415Y, 8GB, 128GB SSD and Typecover and Pen plus Microsoft Complete for student, 3 yr warranty (3 claims) and STM Dux Case).
- At the beginning of Year 4 parents/caregivers will be given the opportunity to purchase the device outright or pay the "Use of Device" Levy as per the Senior IT Levy outlined in the school fees.
- This device will be used by students at school and at home.

Some FAQs regarding the Senior Digital Program

- Can I bring another device? No. All devices will be the same, this is largely due to software licensing agreements, management of devices, security and online safety of students.
- Can I take the device home on weekdays, weekends and holidays? Of course - that's the whole idea!

- What if I don't have good internet at home? The device can still be useful as a stand-alone tool, though is most effective when connected. Documents can simply be saved to the device storage so they can be accessed offline.
- What happens if my device fails? We will have spares on site and will be working with the students regarding how and where they store their information so that in case of failure they can still access everything they need. All devices will have the same software required for school.
- Does this mean I don't need books? No. Text books will still be needed, although our new versions will include online resources to support your learning as well. You will also need to write notes and work on paper, but also have the option of doing this digitally if that is what works for you.

Further information about our Technology program can be found on the school website.

TUCKSHOP

The tuckshop at St Saviour's Primary School is operated by a convenor and volunteers, and is available to families each Monday and Friday for both morning tea and lunch. The menu available is both wholesome and filling with the majority of items being prepared and baked in the tuckshop on a daily basis, including muffins, seasonal fruit salads, sandwiches, wraps, burgers and salads. The tuckshop uses a pre-paid online ordering with Flexischools (www.flexischools.com.au). This allows you to order online in the morning or even a week in advance! Students are able to purchase a limited number of items over the counter during the second half of lunchtime, however these are limited to snacks such as iceblocks and chips.

Please be aware that due to the HEALTH & SAFETY ACT the tuckshop CANNOT reheat food brought from home.

Create an Account for your child

To create an account for your child you will need to register with the Flexischools website (www.flexischools.com.au). Click REGISTER NOW and enter your email. You will then be emailed a link to the online form. Choose your own username and password and enter your contact details. For each child, click ADD A STUDENT and follow the prompts to place an order. You will be required to top-up your pre-paid account. VISA or Mastercard is preferred. Transaction fees may apply.

Create an Order for Tuckshop

To create an order for tuckshop you will need to log into your Flexischools account, select the student you would like to place an order for, select the date and then the session (m/tea or lunch) that you would like to place the order for. The full menu for that session will be available for viewing so that you can make your selections. All orders are to be placed by 9.30am of the day the tuckshop order is required.

Volunteering for Tuckshop

For our school Tuckshop to operate we require help and support from our school community. Volunteering in the tuckshop is a great way to meet new people and connect with other parents. If you or a family member (may require a blue card) can spare a day or even a couple of hours 1 day a school term we would love to hear from you! We are very flexible - if you have small children they are welcome to come in with you and if you would like to be rostered on with a friend or someone you know please let us know as we are happy to accommodate. Some of the jobs include: cut up cups of fruit and watermelon, prepare sandwiches and salad tubs, butter pikelets, put labels on paper bags, make up cups of jelly, make up yoghurt/muesli cups.

If you are able to volunteer please contact Natasha Biggar (Tuckshop Convenor) or the School Office.



SCHOOL EXPECTATIONS

School Learning and Behaviour Statement (excerpt from Student Behaviour Support Plan)

All areas of St Saviour's Primary School are learning and teaching environments. We consider behaviour management to be an opportunity for valuable social learning as well as a means of maximising the success of academic education programs. Our school-wide framework for managing behaviour is called the Schoolwide Positive Behaviour Support Framework.

Our Student Behaviour Support Plan outlines our system for facilitating positive behaviours, preventing problem behaviour and responding to unacceptable behaviours. Through our school plan, shared expectations for student behaviour are plain to everyone, assisting St Saviour's Primary School to create and maintain a positive and productive learning and teaching environment, where ALL school community members have clear and consistent expectations and understandings of their role in the educational process.

Our school community has identified the following school rules to teach and promote our high standards of responsible behaviour:

- Be safe
- Be responsible
- Be respectful
- Be a learner

Our school rules have been agreed upon and endorsed by all staff and our School Board. They are aligned with the values, principles and expected standards outlined in the following Toowoomba Catholic Schools documents:

1. Student Behaviour Policy
2. Student Behaviour Management Support Plan Guidelines
3. Formal Student Behaviour Sanctions Procedure

The plan has been endorsed by the Principal and School Board.



SCHOOL WIDE EXPECTATIONS TEACHING MATRIX

ALL AREAS	CLASSROOM	PLAYGROUND	TOILETS	ONLINE	STAIRS & CORRIDORS	PICK UP AREAS / BUS STOP
<ul style="list-style-type: none"> Use equipment appropriately. Keep hands, feet and objects to yourself. Use your manners. 	<ul style="list-style-type: none"> Enter and exit room in an orderly manner. Ask permission to leave the classroom. Respect others' right to learn. Raise your hand to speak. 	<ul style="list-style-type: none"> Participate in school approved games. Be a good friend to everyone! Play fairly - take turns, invite others to join in and follow rules. 	<ul style="list-style-type: none"> Respect privacy of others. Use toilets during breaks. 	<ul style="list-style-type: none"> Be courteous and polite in all online communications. 	<ul style="list-style-type: none"> Walk quietly and in an orderly way so that others are not disturbed. 	<ul style="list-style-type: none"> Sit in waiting area until parent arrives (Lawrence St). Be mindful of gardens and shrubbery. Use own bike / scooter only.
<ul style="list-style-type: none"> Be on time. Be honest. 	<ul style="list-style-type: none"> Be prepared - have your own classroom supplies. Keep work space tidy. 	<ul style="list-style-type: none"> Be in correct area. Be a problem solver. Return equipment to appropriate place at the sports bell. See a problem - tell duty teacher. Care for the environment. 	<ul style="list-style-type: none"> Use toilets during breaks 	<ul style="list-style-type: none"> Report any unacceptable behaviour to a teacher. Post only appropriate content online. 	<ul style="list-style-type: none"> Move sensibly in single file, on stairs. Keep your belongings tidily on bag racks. 	<ul style="list-style-type: none"> Head directly to pick up area. Walk bike / scooter in school ground
<ul style="list-style-type: none"> Respect others' personal space and property. Care for equipment. Clean up after yourself. Wait your turn. Be in the right place at the right time. Follow instructions straight away. 	<ul style="list-style-type: none"> Walk. Sit still. 	<ul style="list-style-type: none"> Play safely. Respond to bell or whistle. Follow directions. Wear shoes and socks at all times. Be sun safe; wear a broad brimmed hat Make healthy choices. 	<ul style="list-style-type: none"> Wash hands after using the toilet and before eating food. Walk. 	<ul style="list-style-type: none"> Respect others' right to use online resources free from interference or bullying. Keep any usernames or passwords private. Follow all teacher instructions about keeping private information off online sites. 	<ul style="list-style-type: none"> Keep passage ways clear at all times. Hold onto railing where necessary. Walk. Carry items. Keep left on all steps. 	<ul style="list-style-type: none"> Sit and wait (Lawrence St). Wait behind the line until the car / bus stops. Keep your belongings nearby. Use supervised crossings.
<ul style="list-style-type: none"> Look, Listen, Think. 	<ul style="list-style-type: none"> Take an active role in classroom activities. Complete set tasks. Be a good listener. 	<ul style="list-style-type: none"> Enjoy the game. Share and play fair! 		<ul style="list-style-type: none"> Participate in use of approved online sites and educational games. 	<ul style="list-style-type: none"> Consider others. 	


BE RESPECTFUL

BE RESPONSIBLE

BE SAFE

BE A LEARNER

IMPORTANT HANDOUTS

1. School Uniform Requirements
 2. Time Out (Queensland Government)
 3. Parent Engagement Charter (DOTCS)
 4. Working Together: Student Protection Information for Parents and Care-Providers (DOTCS)
 5. Student Protection: The 'Blue Card' System and Child and Youth Risk Management Strategy
 6. Acceptable Use of Diocese of Toowoomba Catholic Schools Office provided ICT systems and resources policy (AUP)
 7. Conditions of Use for St Saviour's Primary School ICLT Resources
 8. Administration of Medication at School Record Form
 9. Action Plan for Anaphylaxis
(this form needs to be completed at the beginning of **EVERY YEAR**, if your child requires medication for this condition, **and signed by your child's Doctor** - please upload a copy to your child's profile in the Parent Portal and then hand in the original to the School Office)
 10. Action Plan for Allergic Reactions
(this form needs to be completed at the beginning of **EVERY YEAR**, if your child requires medication for this condition - please upload a copy to your child's profile in the Parent Portal and then hand in the original to the School Office)
 11. Asthma Care Plan for education and Care Services
(this form needs to be completed at the beginning of **EVERY YEAR**, if your child requires medication for this condition, **and signed by your child's Doctor** - please upload a copy to your child's profile in the Parent Portal and then hand in the original to the School Office)
 12. School Prayer
- 



St Saviour's Primary School, Toowoomba

UNIFORM REQUIREMENTS

ALL GRADES

GENERAL INFORMATION

Catholic schools are called to develop a sense of community where all people are treated equally regardless of financial circumstances. A consistent uniform worn by all students and kept to a minimal cost, helps students feel part of the community and enables them to show pride and respect towards their school. A high standard of dress and grooming is essential to reflect the personal standards required of students at St Saviour's Primary School.

Procedures

Students are required to wear the full uniform each day. The uniform is to be worn and kept neat and clean. All clothing must be labelled with the child's name. The uniform consists of a standard formal uniform and a separate sports uniform. The sports uniform is to be worn two days a week (as advised by your class teacher). Prep students have one uniform.

Uniform Requirements

- Students at St Saviour's Primary are encouraged to be consistent in wearing correct uniform. The school believes that, by wearing a standard mode of apparel, worthwhile attributes in the students are promoted.
- Parents are requested to comply with regulations in regard to School Uniform. Where a student does not wear full uniform on a given day, a letter from the parent needs to accompany the student to explain the circumstances. If a child has to change out of uniform at school, a note to the teacher is expected.
- Long navy school socks must be worn pulled up (except when worn under long pants)
- **Hair and Hair Accessories**
 - Long hair must be tied up. Hair is to be neat and tidy, and worn off the face. Hair accessories must be bottle green, navy, white or red: ribbons, headbands, clips or scrunchies. Extreme hairstyles are only allowed for special occasions, and only at the Principal's discretion. Coloured hair spray is approved only for special events.
- **Hats**
 - St Saviour's Primary broad brimmed formal hat is compulsory for all students.
 - The school has a "no hat, no play" policy. The school hat should be in good condition at all times.
 - There is an optional Sport bucket hat that can be worn on Sports days.
- **Jewellery**
 - Small sleepers or studs (gold or silver) may be worn in both ears.
 - No bracelets, wristbands, bangles, rings, necklaces, anklets, coloured studs, etc are allowed.
 - No Necklaces (Christian medals/cross on chain around the neck is permitted to be worn if underneath uniform where it cannot be seen)
 - Nail polish is not to be worn.
- **Jumpers**
 - The formal navy jumper should be worn first when wearing the formal uniform, before the spray jacket is allowed.
- **Winter Accessories**
 - For cold days dark green/navy accessories (scarves, gloves, etc), along with the school uniform may be worn
 - No skivvies/long sleeved singlets (or similar) that show outside the uniform to be worn on a regular basis. If very cold, dark green or navy blue skivvy may be worn underneath normal uniform.
- **Seasonal Uniform Changeover**
 - The school will notify parents of winter and summer changeover dates for uniform in accordance with local weather.
- **Prep Uniforms**
 - Prep students are required to wear the sports uniform - please refer to the Uniform Requirements Sheet.



St Saviour's Primary School, Toowoomba

UNIFORM SUPPLIERS

New Uniform Supplier (School Locker)

- School Locker is the supplier of the school uniform
- All uniform items can be viewed online and orders can be made at <https://theschoollocker.com.au/schools/st-saviour-s-primary>
- Is located to the right hand side of the service entrance driveway for St Saviour's College on Neil Street
- Opening hours available online from School Locker website
- Contact: service@theschoollocker.com.au

Second Hand Uniforms

- Parents are advised to utilise the 'Toowoomba School Uniforms for Sale' page on Facebook to buy or sell their second hand uniforms. Once you are registered on this page you are able to search for 'St Saviour's Primary Uniforms' which will take you to any available uniforms for sale.

Available for purchase from school office

- Swimming Caps in sport house colours
- School Bags
- Library Bags
- School Badges

St Saviour's Primary School

14 Lawrence Street, Toowoomba | 07 4637 1700 | ssps@twb.catholic.edu.au | www.sspstwb.catholic.edu.au



St Saviour's Primary School, Toowoomba

UNIFORM REQUIREMENTS

ALL GRADES

Formal Uniform (Grades 1 to 6)

OPTION 1

- Formal green short or long sleeve shirt
- Formal navy long pants or shorts
- Formal navy jumper (Merino wool or Poly cotton)
- OPTIONAL EXTRA Formal navy vest (Merino wool)
- Formal Socks (navy, 2 red stripes, knee high)
- or short navy socks
- Black leather lace up shoes
- Formal navy embroidered school hat



OPTION 2

- Formal dress
- Summer Option: White fold over ankle socks
- Winter Option: Navy stockings (NOT black) or
- Formal socks (navy, 2 red stripes, knee high)
- Formal navy jumper (Merino wool or Poly cotton)
- OPTIONAL EXTRA Formal navy vest (Merino wool)
- Black leather lace up shoes
- Formal navy embroidered school hat



Sports Uniform

REQUIREMENTS

- Sports short or long sleeve shirt
- Sports spray jacket
- Sports pants long/short
- School sports socks (ankle length)
- White lace up sports shoes (predominantly white)
- Formal navy embroidered hat
- OPTIONAL EXTRA Sports bucket hat (in sport house colour)



Sports Footwear

Predominantly white lace up sports shoes which are available from School Locker and also many other footwear retailers such as Mathers and Hannas
White velcro sports shoes may be worn

- by younger students if required

Time Out

Keeping your child and other kids healthy!



- Information for a number of infectious conditions that may require¹ exclusion of children from school, education and care services.
- Additional public health *recommendations* that apply to children and adults.
- To assist medical practitioners, schools, preschools and childcare facilities to meet the public health *requirements¹ and recommendations.*

*Refers to contagious conditions as per the Public Health Regulation 2018.

1. Observing the exclusion period meets the intent of the Public Health Act 2005 for a person to be non-infectious. See schedule 4 of the Public Health Regulation 2018 for a complete list of contagious conditions and their exclusion criteria.

2. Doctors should notify the local Public Health Unit as soon as possible if children or staff are diagnosed with these conditions. Refer to page 2 for Public Health Unit contact details.

Condition	Person with the infection	Those in contact with the infected person (The definition of 'contact' will vary between diseases)
*Chickenpox (varicella)	EXCLUDE until all blisters have dried, and at least 5 days after the onset of symptoms. ¹	EXCLUSION MAY APPLY EXCLUDE non-immune pregnant women and any child with immune deficiency or receiving chemotherapy. Advise to seek urgent medical assessment. <i>Contact your Public Health Unit for specialist advice.</i> Also see Shingles information below.
Cold sores (herpes simplex)	NOT EXCLUDED if the person can maintain hygiene practices to minimise the risk of transmission. Young children unable to comply with good hygiene practices should be excluded while sores are weeping. Sores should be covered with a dressing where possible.	NOT EXCLUDED
Conjunctivitis	EXCLUDE until discharge from eyes has ceased unless a doctor has diagnosed non-infectious conjunctivitis.	NOT EXCLUDED
*COVID-19	EXCLUDE until symptoms have resolved, normally 5–7 days.	NOT EXCLUDED
Cytomegalovirus (CMV)	NOT EXCLUDED pregnant women should consult with their doctor.	NOT EXCLUDED pregnant women should consult with their doctor.
Diarrhoea and/or Vomiting <i>including:</i> <ul style="list-style-type: none"> • amoebiasis • campylobacter • cryptosporidium giardia • rotavirus • salmonella • *gastroenteritis <i>but excluding:</i> <ul style="list-style-type: none"> • *norovirus • shigellosis • toxin-producing forms of E.coli (STEC) <p><i>See advice for these specific conditions below</i></p>	Exclusion periods may vary depending on the cause. EXCLUDE a single case until the person, has no symptoms ¹ (Includes vomiting if applicable), is feeling well and they have not had any loose bowel motions for at least 24 hours or if the person has confirmed norovirus exclude for at least 48 hours. ¹ EXCLUDE all persons who prepare or serve food until they have not had any diarrhoea or vomiting for 48 hours. NOTE: If there are 2 or more cases with diarrhoea and/or vomiting in the same location, which may indicate a potential outbreak OR a single case in a food handler, notify your Public Health Unit. Diarrhoea: 3 or more loose stools or bowel movements in a 24 hour period that are different from normal and/or escapes a child's nappy. <i>See information below if norovirus is confirmed or considered likely as the cause of diarrhoea and vomiting.</i>	NOT EXCLUDED
*Enterovirus 71 (EV71 neurological disease)	EXCLUDE until written medical clearance is received confirming the virus is no longer present in the person's bowel motions. ¹	NOT EXCLUDED
Fungal infections of the skin and nails (ringworm/tinea)	EXCLUDE until the day after antifungal treatment has commenced. (No exclusion for thrush).	NOT EXCLUDED
Glandular fever (mononucleosis, Epstein-Barr virus)	NOT EXCLUDED	NOT EXCLUDED
*German measles (rubella) ²	EXCLUDE for 4 days after the onset of rash ¹ or until fully recovered, whichever is longer. Pregnant women should consult with their doctor.	NOT EXCLUDED pregnant women should consult with their doctor.
*Haemophilus influenzae type b (Hib)	EXCLUDE until the doctor confirms the person is not infectious and has completed 4 days of appropriate antibiotic treatment. ¹ <i>Contact your Public Health Unit for specialist advice.</i>	EXCLUSION MAY APPLY <i>Contact your Public Health Unit for specialist advice.</i>
Hand, foot and mouth disease	EXCLUDE until all blisters have dried.	NOT EXCLUDED
Head lice	Exclusion is not necessary if effective treatment is commenced before next attendance day (i.e. the child does not need to be sent home immediately if head lice are detected).	NOT EXCLUDED
*Hepatitis A ²	EXCLUDE until at least 7 days after the onset of jaundice; ¹ OR for 2 weeks after onset of first symptoms, including dark urine if there is no jaundice. If a person is asymptomatic <i>contact your Public Health Unit for Specialist advice.</i>	NOT EXCLUDED <i>Contact your Public Health Unit for specialist advice about vaccination or treatment for children and staff in the same room or group, children transferring to another centre and new enrolments.</i>

Condition	Person with the infection	Those in contact with the infected person ¹
Hepatitis B and C	NOT EXCLUDED cover open wounds with waterproof dressing.	NOT EXCLUDED
Hepatitis E	EXCLUDE until at least 2 weeks after the onset of jaundice.	NOT EXCLUDED
Human immunodeficiency virus (HIV/AIDS)	NOT EXCLUDED cover open wounds with waterproof dressing.	NOT EXCLUDED
Influenza and influenza-like illness	EXCLUDE until symptoms have resolved, normally 5–7 days.	NOT EXCLUDED
*Measles ²	EXCLUDE until the doctor confirms the person is not infectious but not earlier than 4 days after the onset of the rash. ¹ <i>Contact your Public Health Unit for specialist advice.</i>	EXCLUSION MAY APPLY NOT EXCLUDED vaccinated or immune contacts. EXCLUDE immuno-compromised contacts (including those receiving chemotherapy) until 14 days after the appearance of the rash in the last case. EXCLUDE non-or incompletely vaccinated contacts, without evidence of immunity. <i>Contact your Public Health Unit for specialist advice.</i>
Meningitis (bacterial)	EXCLUDE until well and has received appropriate antibiotics.	NOT EXCLUDED
Meningitis (viral)	EXCLUDE until well.	NOT EXCLUDED
*Meningococcal infection ²	EXCLUDE until the treating doctor confirms the child is not infectious and at least 24 hours of appropriate antibiotics have been completed. ¹ <i>Contact your Public Health Unit for specialist advice.</i>	NOT EXCLUDED <i>Contact your Public Health Unit for specialist advice about antibiotics and/or vaccination for close contacts.</i>
Molluscum contagiosum	NOT EXCLUDED	NOT EXCLUDED
Mumps	EXCLUDE for 5 days after onset of swelling. Pregnant women should consult with their doctor.	NOT EXCLUDED pregnant women should consult with their doctor.
*Norovirus	EXCLUDE until no symptoms and no loose bowel motions for 48 hours. ¹	NOT EXCLUDED
Roseola, sixth disease	NOT EXCLUDED	NOT EXCLUDED
Scabies	EXCLUDE until the day after treatment has commenced.	NOT EXCLUDED
School sores (impetigo)	EXCLUDE until 24 hours of appropriate antibiotics have been completed. Cover sores on exposed areas with a waterproof dressing until sores are dry, and encourage handwashing.	NOT EXCLUDED
Shiga toxin-producing E.coli (STEC)	EXCLUDE until diarrhoea has stopped and 2 samples have tested negative. <i>Contact your Public Health Unit for specialist advice.</i>	EXCLUSION MAY APPLY <i>Contact your Public Health Unit for specialist advice.</i>
Slapped cheek syndrome, fifth disease (parvovirus B19, erythema infectiosum)	NOT EXCLUDED pregnant women should consult with their doctor. Note: Children are contagious until 24 hours after the fever resolves. Rashes generally occur after the infectious period has passed.	NOT EXCLUDED pregnant women should consult with their doctor.
Shigellosis	EXCLUDE until there has been no diarrhoea or vomiting for 48 hours. <i>Contact your Public Health Unit for specialist advice.</i>	EXCLUSION MAY APPLY <i>Contact your Public Health Unit for specialist advice.</i>
Shingles (herpes zoster)	EXCLUDE all children until blisters have dried and crusted. EXCLUDE adults if blisters are unable to be covered. NOT EXCLUDED in adults if blisters can be covered with a waterproof dressing until they have dried.	EXCLUSION MAY APPLY <i>Contact your Public Health Unit for specialist advice, including advice for pregnant women and any person who is immuno-compromised (including receiving chemotherapy).</i>
Streptococcal sore throat (including scarlet fever)	EXCLUDE until 24 hours of appropriate antibiotics have been completed.	NOT EXCLUDED
*Tuberculosis (TB) ²	EXCLUDE until written medical clearance is received from the relevant Tuberculosis Control Unit.	NOT EXCLUDED
*Typhoid ² and paratyphoid fever ²	EXCLUDE until appropriate antibiotics have been completed. ¹ Stool sample clearance will be required, <i>contact your Public Health Unit for specialist advice.</i>	EXCLUSION MAY APPLY <i>Contact your Public Health Unit for specialist advice.</i>
*Whooping cough (pertussis) ²	EXCLUDE until 5 days after starting appropriate antibiotics or for 21 days from onset of cough AND confirmed that they are not infectious. ¹ <i>Contact your Public Health Unit for specialist advice.</i>	EXCLUSION MAY APPLY for contacts of an infected person. <i>Contact your Public Health Unit for specialist advice regarding exclusion of non-or incompletely vaccinated contacts.</i>
Worms	EXCLUDE until diarrhoea has stopped for 24 hours and treatment has occurred.	NOT EXCLUDED

This is an assistive tool, it is not intended to replace clinical assessment, management or judgment.

If you have any medical concerns, contact your healthcare provider or 13 HEALTH (13432584)

For further advice on the information within this poster, contact your nearest Public Health Unit via 13Health or at www.health.qld.gov.au/system-governance/contact-us/contact/public-health-units

Further information on recommendations:

- Communicable Diseases Network Australia (CDNA) guidelines <https://www1.health.gov.au/internet/main/publishing.nsf/Content/cdnasongs.htm>
- National Health and Medical Research Council publication: infectious diseases in early childhood and education and care services, 5th edition www.nhmrc.gov.au/guidelines-publications/ch55
- Queensland Department of health Communicable Disease Control Guidance <http://disease-control.health.qld.gov.au>



Use this QR Code to access a digital copy of this poster or visit www.health.qld.gov.au/public-health/schools/prevention

School Advisory Council

The School Advisory Council comprises members of the parent community with the primary purpose being to provide support and advice to the Principal in

- articulating and enacting the school's vision, mission, Catholic ethos and culture
- promoting education programs, faith formation and development
- the development of school policies as required and interpretation of Toowoomba Catholic Schools policies within the school context
- giving advice to the principal on issues such as the school strategic plan
- discussions about the annual school budget and other financial matters
- master planning and capital resource planning and maintenance.

Parent Engagement Network (PEN)

The PEN brings together the best of the P&F and the School Advisory Council.

The PEN includes opportunities to come together at forums or to contribute through specific working parties. PEN forums are scheduled during the year to focus on key priorities of the school's strategic plan and annual action plan. These forums are to garner parent input or provide opportunities to grow parent's understanding of how they can support their children. Working parties are formed to undertake specific tasks, manage events or lead initiatives linked to the school's strategic plan and annual action plan. These are determined through the Executive of the PEN and confirmed at forums.

Agreed expectations

We believe the following expectations of how people will interact with each other in our schools are a demonstration of our Catholic values in action ie dignity, potential and life.

At TCS we expect all staff members to work in a highly professional manner by

- extending welcome and courtesy to parents at all times
- taking the lead role in building a relationship of trust and respect with parents
- communicating with parents in a timely manner about matters of importance
- working through contentious issues in a respectful and professional manner
- providing feedback in a timely manner to students about their work and learning progress
- seeking professional assistance and support when necessary
- engaging wholeheartedly in professional development opportunities to maintain currency and expertise.

All parents are expected to

- display courtesy to other parents, visitors, members of staff and students
- refer matters relating to the conduct of another parent, visitor, member of staff or student to the Principal
- ensure their child attends school regularly and punctually for the full school day, in correct uniform and with necessary equipment
- maintain the confidentiality of anything of a personal nature observed or overheard whilst at school and obviously not meant for wider disclosure
- follow the agreed school complaints procedure to quickly and appropriately resolve matters of concern or dispute
- respect the integrity of the community by refraining from making derogatory or offensive comments or statements about the school or any individual connected with the school in any public forum including social media.

Effective date: May 2023 Review date: May 2026



Parent engagement charter

We believe the partnership between parents and staff of schools is key in achieving our purpose of 'enabling full and flourishing lives' for students, staff and families.

The Parent engagement charter describes what parents can expect and what is expected of them. It provides a point of reference for staff and parents as they work together to provide the best possible education for all students and build a community in which everyone belongs, feels valued and can succeed.

The benefits

At Toowoomba Catholic Schools we believe in a parent's right and responsibility to be involved in and contribute to the educational experiences of their children.

We know that a relationship between school and parents works best when it is based on mutual respect and acknowledgement of the value that each brings.

All of our schools aim to complement and build on the work of the family so that all students can pursue their gifts and affirm their sense of belonging and importance. Through this we believe they will become effective and successful learners.

Learning the language of schools

At home parenting

While parents strive to be involved in school-based activities the opportunities to do not always balance with many other demands of work and family. Parents have a powerful influence on their child's educational outcomes through what happens at home.

Parents are highly influential when they

- have high expectations for their children's conduct and courtesy, punctuality, sense of responsibility and involvement in family activities
- show interest in their children's learning by helping them relate what they are learning in school to the world beyond school
- are supportive of the work of teachers
- model the behaviours of successful learners
- talk to children about things that interest them and provide opportunities for children to extend their engagement in these areas
- discuss their children's educational and career aspirations and encourage children to set goals for their progress.

Parent engagement in learning

Opportunities for parents to find out and learn more about how to support their child's learning and wellbeing will be offered by the school. Parents are encouraged to engage in these activities.

Communicating

Teachers keep parents 'in the loop' about their child's learning achievement and progress through both formal and informal contact.

Formal contact includes

- parent information sessions (usually at the beginning of first term)
- parent-teacher interviews (usually scheduled at the end of first term or second term)
- report cards
- occasional formal meetings requested by teachers and/or parents for specific purposes.

When a formal meeting is needed an appointment should be made to meet at a mutually convenient time. Parents should contact the school office to arrange such an appointment with their child's teacher. Occasionally, circumstances dictate an immediate meeting, however, as a general rule parents can expect that meetings will not be scheduled during class time.

Parent involvement at school

Volunteers assist in providing services and opportunities for students' learning which might otherwise not be possible. These might include staffing the uniform shop, coaching sporting teams, training and conducting eisteddfod choirs, contributing to stalls for the annual fete and participating in working bees.

Parents may be asked if they are interested in volunteering for these types of activities.

All volunteers are to participate in an induction program to ensure understanding of the behaviour expectations for volunteers, especially in the area of student protection.

Decision making

Parents add a unique perspective to decisions affecting the priorities and future direction of our schools and so can expect to be asked to provide feedback to review and improve the school. Parents may contribute as a member of a focus group, a parent forum or as a participant in a survey.

The Parents and Friends Association (P&F) and School Advisory Council or a Parent Engagement Network are the most prominent formal groups for parental involvement in decision-making processes.

P&F

The P&F supports the principal to engage parents in all aspects of school life. It acts as a representative of all parents/carers in the school, a medium of support, information and engagement of parents/carers in their children's education and in the school community.

Useful contacts

Queensland Police Service	
Police - Emergency (free call) 24 hours	000
Domestic and Family Violence Support Services	
DV Connect Women's 24 hours Help Line	1800 811 811
DV Connect Men's Help Line (9am-12pm)	1800 600 636
Women's Sexual Assault Crisis Line	1800 010 120
Department of Communities, Child Safety, Youth and Women	
South West Regional Intake Service	1300 683 390
Child Safety After Hours Service	1800 177 135
Legal Services	
Legal Aid Queensland	1300 65 1188
Support Services	
Family and Child Connect	133 264
CatholicCare Family and Relationship Counselling	07 4688 3100
Parentline	1300 301 300
Kids Helpline	1800 551 800
Lifeline Crisis Counselling Line (24 hours)	13 11 14

Student protection is everybody's responsibility

Additional child protection information is available from the following websites:
www.childsafety.qld.gov.au
www.dvrc.org.au
www.police.qld.gov.au
www.napcan.org.au
www.parentline.com.au
www.police.qld.gov.au/programs/protectivebehaviours
www.kidshelp.com.au

What do I do if I have a complaint?

Toowoomba Catholic Schools is committed to maintaining high standards regarding the safety and wellbeing of our students and staff members. In the event that a complaint arises that the *Student Protection Processes and Guidelines* has not been followed, we have a Procedure for Resolving Complaints available via the Diocese of Toowoomba Catholic Schools Office website.

Contact details for the Catholic Schools Office appear below.

...act justly, love tenderly and walk humbly with your God. (Micah 6:8)

Feb 2020



Diocese of Toowoomba Catholic Schools

ADDRESS: PO Box 813, Toowoomba Qld 4350
 PHONE: 07 46 37 1400 FAX: 07 46 37 1499
 EMAIL: enquiries@twb.catholic.edu.au
 WEB: www.twb.catholic.edu.au
 ABN: 88 932 244 646



Diocese of Toowoomba Catholic Schools

Working together

STUDENT PROTECTION INFORMATION FOR PARENTS AND CARE-PROVIDERS



Begin your discovery at www.twb.catholic.edu.au



Diocese of Toowoomba Catholic Schools

STUDENT PROTECTION

Our commitment

One of the most important concerns of any community should be the health, safety and wellbeing of its children and young people. Children and young people should grow up free of violence and exploitation. They should be able to develop spiritually, physically, intellectually, emotionally and socially in conditions of freedom and dignity.

The Catholic Church affirms that:

"The Catholic School sets out to be a school for the human person and of human persons. The person of each individual human being, in his or her material and spiritual needs, is at the heart of Christ's teaching; that is why the promotion of the human person is the goal of the Catholic school!"

'The Catholic School on the Threshold of the New Millennium'
 (Congregation for Catholic Education, 1999) n. 9.

The Diocese of Toowoomba Catholic Schools Student Protection Processes and Guidelines highlights our commitment to the protection of children and young people while upholding their right to a safe and secure environment.

Student protection is everybody's responsibility

Our obligations

Our Catholic Schools have a number of specific child protection reporting responsibilities detailed in our Student Protection Processes and Guidelines.

Teachers are mandated to submit a report to Child Safety Services where they have a reasonable suspicion that a child has suffered, is suffering or is at an unacceptable risk of suffering significant harm caused by physical or sexual abuse, and may not have a parent able and willing to protect the child from the harm. In order meet the safety needs of all of our students, we have broadened this reporting requirement to apply to all of our school staff members, and to all forms of abuse.

School staff members are mandated to report a reasonable suspicion that a student under 18 has been, or is likely to be, sexually abused by another person. These reports are made to the Principal or to the Director of the Governing Body, who must immediately forward the report to Police.

School staff members are required to report a reasonable suspicion that a staff member or volunteer has behaved inappropriately towards a student. These reports are made through the Principal to the Catholic Schools Office.

In addition, there are specific processes for schools to respond to other forms of harm to a student, including responding to self-harm or harm between students.

What is harm to a student?

Harm, to a child, is any detrimental effect of a significant nature on the child's physical, psychological or emotional wellbeing. It is immaterial how the harm is caused.

Harm can be caused by physical, psychological or emotional abuse or neglect; or sexual abuse or exploitation. Harm can be caused by a single act, omission or circumstance; or a series or combination of acts, omissions or circumstances.



School Student Protection Contacts

All of our schools have a minimum of two School Student Protection Contacts. These are nominated staff members to whom students can raise concerns of abuse, harm or inappropriate behaviour. School Student Protection Contacts receive additional training and are clearly identified at each school.

All school staff receive regular training and information to enable them to respond to student protection concerns.

Keeping our students safe

Our schools work in a number of ways to maintain student safety, including:

- Implementing the *Student Protection Processes and Guidelines* reporting requirements
- Maintaining the knowledge of our staff members and volunteers around their student protection responsibilities
- Promoting clear standards of behaviour through our *Code of Conduct*
- Following the requirements of Blue Card Services in relation to the Blue Card System and implementing the *Child and Youth Risk Management Strategy*
- Education sessions for students around protective behaviours
- Parent information nights and information through the school newsletters

What do I do if I have a concern of harm or abuse?

As a parent or care-provider, you are able to report any concerns of harm or abuse directly to the Police, and to Child Safety Services if the concern is that there may not be a parent able and willing to protect the child. If you have any questions about school student protection processes or concerns around a situation at a school, please contact the School Principal in the first instance.

- Activities with special risks are specifically planned for and processes are adopted to minimise risk of injury or harm. This includes excursions, camps, events and other activities.

Blue Card compliance

- Employee and volunteer Blue Cards are monitored on an ongoing basis and staff screening procedures are followed at all times. A Blue Card Register is maintained at both schools and the Toowoomba Catholic Schools Office.
- Strategies for communication of the Child and Youth Risk Management Strategy and support for all stakeholders including children and young people.
- A number of strategies are adopted to assist communication and support including prominent display of student protection posters in schools, public availability of Toowoomba Catholic Schools Office policy and procedures, education of students through the Daniel Morcombe curriculum, ongoing professional development of staff and the Working Together brochure which explains our student protection requirements to parents and caregivers.
- Toowoomba Catholic Schools has adopted two additional requirements under this strategy.

Visibility Audit Processes

- All Toowoomba Catholic Schools must ensure clear visibility into areas utilised by students. Audits are conducted each semester to ensure that visibility is maintained.

Weapons in Schools

- The philosophy underpinning Catholic Education is one that promotes peace and safety in our school environments. Therefore, the bringing to school of any weapon, including knives, is strictly prohibited. Each school's Student Behaviour Support Plan details how concerns involving weapons or other dangerous items are managed.

The Child and Youth Risk Management Strategy is reviewed annually, and further detail around each of the requirements under the strategy can be found by accessing our website: www.twb.catholic.edu.au, or by speaking with the Administration staff in schools.

We all have a role in protecting students, and the Child and Youth Risk Management Strategy is one part of our broader duty of care. Remember:

Student protection is everyone's responsibility.

Feb 2020

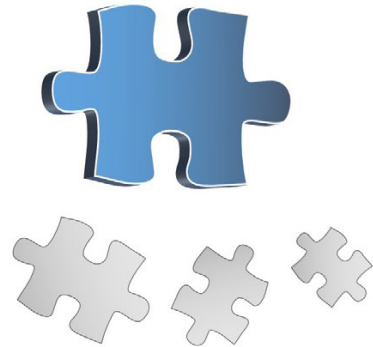


Diocese of Toowoomba
Catholic Schools

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Student Protection

THE 'BLUE CARD' SYSTEM AND CHILD AND YOUTH RISK MANAGEMENT STRATEGY



Begin your discovery at www.twb.catholic.edu.au



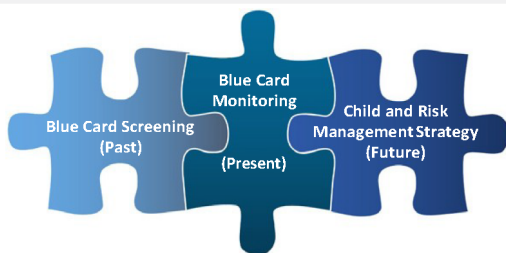
Diocese of Toowoomba
Catholic Schools

Student Protection

THE 'BLUE CARD' SYSTEM AND THE CHILD AND YOUTH RISK MANAGEMENT STRATEGY

The Queensland Blue Card System is an important prevention and monitoring system for people working with children and young people. It is a legal requirement under the *Working with Children (Risk Management and Screening) Act 2000* that all people working in child-related employment are assessed for their eligibility to work with children based on their police history and disciplinary information.

It is important to understand that initial Blue Card screening is the first component of a three-part system that considers past, present and future risk.



Blue Card screening

All staff and volunteers working with children in Toowoomba Catholic schools are required to hold a current valid Blue Card, unless an exemption applies.

Teachers undergo criminal history checks through their teacher registration with the Queensland College of Teachers. Both Blue Card and teacher registration information is verified as part of employment and student protection procedures for all staff and volunteers in Toowoomba Catholic Schools.

Blue Card monitoring

The police information of all Blue Card holders and teachers is monitored. If the information changes, immediate steps can be taken to protect children from harm. This can include suspension or dismissal of staff and volunteers.

Child and Youth Risk Management Strategy

Organisations who provide child-related services cannot solely rely on Blue Cards to keep children safe.

Safe environments don't just happen – they require ongoing planning, commitment and maintenance. Schools and other organisations providing services to children need to develop and implement child and youth risk management strategies that satisfy eight requirements which assist in identifying and minimising the risk of harm to children. Toowoomba Catholic Schools takes this responsibility seriously as our most important priority is the safety and wellbeing of our students.

The requirements under the Child and Youth Risk Management Strategy are:

- A statement of commitment to the principles of safe and supportive environments
- Our statement of commitment is contained within our Student Protection policy, which governs the operation of our student protection processes.

A Code of Conduct

- The Code of Conduct applies to all students and employees within Toowoomba Catholic Schools. Volunteers and visiting service providers are also subject to codes of conduct, which specify standards of behaviour expected for interacting with students and the broader school community.

Recruitment, selection, training and management strategies that encourage best practice and enhance the safety and wellbeing of students.

- Staff employed in Toowoomba Catholic schools undergo recruitment processes which include suitability declarations, referee checks, screening processes, induction and training programs. Volunteers and other service providers such as music teachers are also subject to screening and induction processes.

Policies and procedures for handling disclosures or suspicions of harm, including reporting guidelines

- Staff members have mandatory obligations to report suspicions of abuse and harm to relevant authorities and all staff and volunteers receive training and advice about reporting requirements and procedures. Student Protection Officers provide advice and assistance with reporting concerns and providing appropriate support to students, families and staff.

Procedures for managing breaches of the risk management strategy

- Toowoomba Catholic Schools has specific procedures that are implemented where there is a breach of any aspect of this strategy. The procedures are implemented carefully and thoroughly, with focus on the safety and wellbeing of all involved.
- A planning process for high risk activities and Special Events

student protection is everyone's business

...act justly, love tenderly and walk humbly with your God. (Micah 6:8)



Title

Acceptable Use of Diocese of Toowoomba Catholic Schools Office provided ICT systems and resources policy (AUP)

Purpose

The provision of ICT systems and resources by the Diocese of Toowoomba Catholic Schools Office is to improve and enhance learning and teaching, and conduct of the business and functions of Diocese of Toowoomba Catholic Schools. Using information technology, accessing information, and communicating electronically can be cost-effective, timely and efficient. To reap these benefits, it is essential that access to and appropriate use of these ICT systems and resources be described and managed.

Policy statement

All employees and students (users) of the Diocese of Toowoomba Catholic Schools must access and use ICT systems and resources in ways that are legal, ethical and are consistent with the aims, values and objectives of Catholic education.

Legislative references

- *Education (Accreditation of Non-State Schools) Act 2001 (Qld)*
- *Education (Accreditation of Non-State Schools) Regulation 2001 (Qld)*
- *Education (General Provisions) Act 2006 (Qld)*
- *Education (General Provisions) Regulation 2006 (Qld)*
- *Education (Queensland College of Teachers) Act 2005(Qld)*
- *Commission for Children and Young People and Child Guardian Act 2000 (Qld)*
- *Anti-Discrimination Act 1991 (Qld)*
- *Evidence Act 1977 (Qld)*
- *Work, Health and Safety Act 2011 (Qld)*
- *Work, Health and Safety Regulation 2011 (Qld)*
- *The Privacy Act 1988 (Commonwealth)*
- *Copyright Act 1968 (Commonwealth)*
- *Publications, Films and Computer Games Act 1995 (Commonwealth)*

Effective date

28 October 2016



Policy

1. Ownership and work related use

- 1.1. Diocese of Toowoomba Catholic Schools Office is the owner of all electronic communications created, sent or received using Diocese of Toowoomba Catholic Schools Office ICT systems and resources. This includes school purchased resources and access to the system from personally owned devices including laptops, mobile phones, tablets or similar products.
- 1.2. Access and use of Diocese of Toowoomba Catholic Schools Office ICT systems and resources includes:
 - publishing and browsing on the internet (during and outside of work hours);
 - downloading or accessing files from the internet or other electronic sources;
 - email (inbox, outbox and archives);
 - electronic bulletins/notice boards;
 - electronic discussion/news groups;
 - weblogs ('blogs');
 - social networking;
 - file transfer;
 - file storage;
 - file sharing;
 - video conferencing;
 - streaming media;
 - instant messaging;
 - online discussion groups and 'chat' facilities;
 - subscriptions to list servers, mailing lists or other like services;
 - copying, saving or distributing files;
 - viewing material electronically, and
 - printing material.

1.3. All access and use of the Diocese of Toowoomba Catholic Schools Office ICT systems and resources (see 1.2) will be monitored. Accordingly, all access and use including from personally owned devices can be scrutinised at the request of the school Principal, an employee's supervisor or legal authority including the Police and courts.

1.4. Social networking, on-line conferences, discussion groups or other similar services or tools using Diocese of Toowoomba Catholic Schools Office's ICT systems and resources must be relevant and used only for educational or business related purposes. When using such tools, all Diocese of Toowoomba Catholic Schools Office's ICT users must conduct themselves in accordance with the Diocese of Toowoomba Catholic Schools Code of Conduct and/or the school's behaviour code.

1.5. Electronic communications should be treated in the same way as any other correspondence, such as a letter or fax; that is, as a permanent written record which may be read by persons other than the addressee and which could result in personal or Diocese of Toowoomba Catholic Schools Office's liability.

1.6. Users and/or Diocese of Toowoomba Catholic Schools Office may be liable for what is said in an email message. Electronic communications are neither private nor secret. They can be easily copied, forwarded, saved, intercepted, archived and may be subject to discovery in litigation.

1.7. Users must not use the Diocese of Toowoomba Catholic Schools Office's ICT systems or resources for the following purposes:

- to abuse, vilify, defame, harass or discriminate (by virtue of sex, race, religion, national origin or other);
- to send, receive, access, download or distribute obscene or pornographic material;
- to make comments that are not appropriate in the workplace;
- to injure the reputation of Diocese of Toowoomba Catholic Schools Office or school;
- to spam or mass mail or to send or receive chain mail;
- to infringe the copyright or other intellectual property rights of another person; or
- to perform any other unlawful or inappropriate act.

1.8. Users of Diocese of Toowoomba Catholic Schools Office's ICT systems and resources who receive unsolicited offensive or inappropriate material electronically should immediately report this to their supervisor, teacher or Principal and then delete it. Offensive or inappropriate material received from people known to the receiver should be deleted immediately and the sender of the material should be asked to refrain from sending such material again. Such material must not be forwarded internally or externally or saved onto Diocese of Toowoomba Catholic Schools Office's ICT systems and resources except where the material is required for the purposes of investigating a breach of this policy.

2. Personal Use

2.1. Users of Diocese of Toowoomba Catholic Schools Office's ICT systems and resources may use them for personal use provided the use is not excessive, does not interfere with performance of normal work duties or education, and does not breach this policy.

2.2. In the case of shared ICT systems and resources, a user is expected to respect the needs of other users and use these facilities in a timely and efficient manner.

2.3. Large data downloads or transmissions should be minimised to ensure the performance of Diocese of Toowoomba Catholic Schools Office's ICT systems and resources for other users is not adversely affected. Where a user has caused Diocese of Toowoomba Catholic Schools Office to incur costs for excessive downloading of non-work or education related material, the Diocese of Toowoomba Catholic Schools Office may seek reimbursement or compensation from the user for all or part of these costs.

2.4. Excessive or inappropriate use of ICT systems and resources for personal reasons during working or school hours will be investigated and if deemed necessary will lead to disciplinary action or termination of employment.

3. Privacy

3.1. In the course of carrying out a users' duties on behalf of Diocese of Toowoomba Catholic Schools Office, a user who has access to, or may handle personal information relating to others, including students, colleagues, contractors, parents and suppliers should not disclose this information except in accordance with Diocese of Toowoomba Catholic Schools Privacy Statement, as included on the footer of all emails and webpages or with proper authorisation.

3.2. The Privacy Act (1988) requires a user and Diocese of Toowoomba Catholic Schools Office to take reasonable steps to protect the personal information that is held from misuse and unauthorised access. Therefore, each user is responsible for the security of ICT equipment provided for work and education purposes and must not allow it to be used by an unauthorised party, which specifically includes anyone who is not an employee or student of Diocese of Toowoomba Catholic Schools Office.



- 3.3. Users will be assigned a log-in code and will select a password to use on Diocese of Toowoomba Catholic Schools Office ICT systems and resources. Each user must ensure that these details are not disclosed to anyone else. Individual users are to keep their log-in and password secure.
- 3.4. Users should either lock their screen or log-out when they leave their desk or complete a session of use.
- 3.5. In order to comply with the Diocese of Toowoomba Catholic Schools Office obligations under the Privacy Act (1988), users are to use the blind copy (BCC) option when sending emails to multiple recipients where disclosure of those persons' email addresses will impinge upon their privacy.
- 3.6. In addition to the above, users are to familiarise themselves with the Australian Privacy Principles and ensure that their use of electronic communications does not breach the Privacy Act (1988) or the Australian Privacy Principles.

4. Confidentiality

- 4.1. When electronic communications are sent from Diocese of Toowoomba Catholic Schools Office ICT systems and resources to the network servers then on to the Internet, the communication may become public information. Encryption of emails should be used to reduce the risk of third parties being able to read email and should be used in cases where additional security is required.
Please note: Receivers of encrypted emails require appropriate software to be able to decrypt it. If users require more information in relation to encrypting email, they should contact the Information and Communications Technology Team, Corporate Services, Diocese of Toowoomba Catholic Schools Office via support@twb.catholic.edu.au.
- 4.2. Users must be aware that security of electronic communications is not guaranteed, particularly when communicated to an external party. The sender should consider the confidentiality of the material they intend to send and choose the most appropriate means of communication.

Please note: There is always a trail and a copy saved of electronic communications on the Diocese of Toowoomba Catholic Schools Office's network servers along with other servers to which the communications pass. This applies even when encryption is used.

- 4.3. Where an outgoing email is important or urgent, users should verify that the recipient has received the entire email including any attachments.
- 4.4. All emails that are sent from Diocese of Toowoomba Catholic Schools Office email addresses must contain the disclaimer message as shown below:

The contents of this email are confidential. Any unauthorised use of the contents is expressly prohibited. If you have received this email in error, please advise the sender by email or telephone 61 7 4687 4321 immediately and then delete / destroy the email and any printed copies. Thank you.

Please note: This message is set to appear automatically on each outgoing email. Contact the Information and Communication Technology Helpdesk at support@twb.catholic.edu.au if this feature is not working.

- 4.5. Users should maintain a reasonable degree of caution regarding the identity of the sender of incoming messages and verify the identity of the sender by another means if they have concerns.
- 4.6. Users must delete old or unnecessary email messages and archive only those emails they need to keep. Emails that will be required at a later date are to be saved in an individual's network directory so that appropriate backups are made.



5. Distribution and Copyright

- 5.1. All materials that are created, stored and distributed using Diocese of Toowoomba Catholic Schools Office systems and resources become the property of the Diocese of Toowoomba Catholic Schools Office, unless they have been reproduced, with permission, in accordance with copyright laws, from a third party.
- 5.2. When distributing information over Diocese of Toowoomba Catholic Schools Office's computer network or to third parties outside Diocese of Toowoomba Catholic Schools, a user must ensure that Diocese of Toowoomba Catholic Schools has the right to do so, and that they are not violating the intellectual property rights of any third party.
- 5.3. If a user is unsure of whether they have the sufficient authorisation to distribute the information, they are to contact their immediate supervisor, teacher or Principal.
- 5.4. Copyright law must always be observed. The copyright material of third parties (for example, software, database files, documentation, cartoons, articles, graphic files and downloaded information) must not be distributed through email without specific authorisation to do so.

6. Viruses and Malware

- 6.1. All external files and attachments are virus checked using scanning software before they are accessed.
- 6.2. Virus and malware checking is done automatically through protection software installed on the servers.
- 6.3. If users are concerned about an email attachment, or believe that it has not been automatically scanned for viruses, they should contact the Information and Communication Technology Helpdesk at support@twb.catholic.edu.au.
- 6.4. Any attachments from unknown sources should never be opened.

7. Absence

- 7.1. During periods of absence from work or school, arrangements must be made to enable access to a user's email by the Diocese of Toowoomba Catholic Schools Office or an 'out of office reply' must be set.
- 7.2. If a user requires assistance with installing an 'out of office' reply, they are to contact the Information and Communication Technology Helpdesk at support@twb.catholic.edu.au.
- 7.3. At any time, the Executive Director: Catholic Schools, Directors or Principals can direct the Information and Communication Technology Helpdesk at support@twb.catholic.edu.au to allow access to another user to emails where arrangements described in 7.1 and 7.2 have not been made.

8. Storage of devices and equipment

- 8.1. All ICT devices and equipment provided by the Diocese of Toowoomba Catholic Schools for staff and student use are to be stored in an area or place with a minimal possibility of theft or damage.

9. Breaches of this policy

- 9.1. Depending on the nature of the inappropriate use of Diocese of Toowoomba Catholic Schools Office ICT systems and resources, non-compliance with this policy may constitute:

- a breach of employment obligations;
- serious misconduct;
- sexual harassment;
- unlawful discrimination;
- a criminal offence;



a threat to the security of Diocese of Toowoomba Catholic Schools Office ICT systems and resources;

- an infringement of the privacy of staff and other persons; or
- exposure to legal liability.

9.2. Non-compliance with this policy will be investigated and appropriate action, including disciplinary action or termination of employment, will be taken.

9.3. Where there is a reasonable belief that illegal activity may have occurred Diocese of Toowoomba Catholic Schools Office will report the suspected illegal activity to the police.

9.4. Examples of breaches of this policy include but are not limited to the following:

Category 1: Criminal

This category includes the following:

- child abuse and child exploitation material
- copyright violations
- material showing intent to commit fraud
- computer Crime
- other - any other material or activity which involves or is in furtherance of a breach of the criminal law

Category 2: Extreme

This category involves use of material that has or would attract a classification of RC under the Guidelines for Classification of Films and Computer Games 2005 or National Classification Code scheduled to the Classification (Publications, Films and Computer Games) Act 1995 (Cth). This covers any material that:

- depicts, expresses or otherwise deals with matters of sex, drug misuse or addiction, crime, cruelty, violence or revolting or abhorrent phenomena in such a way that they offend against the standards of morality, decency and propriety generally accepted by reasonable adults to the extent that the material should not be classified;
- describes or depicts in a way that is likely to cause offence to a reasonable adult, a person who is, or appears to be, a child under 18 (whether or not the person is engaged in sexual activity or not), or
- promotes, incites or instructs in matters of crime or violence.

This category also includes use of other types of offensive material that:

- has or would attract a classification of X18+ under Guidelines for Classification of Films and Computer Games 2005 or National Classification Code scheduled to the Classification (Publications, Films and Computer Games) Act 1995 (Cth). The material covered by this classification is only available for hire or sale in the ACT and Northern Territory, and covers sexually explicit material that contains real depictions of actual sexual intercourse and other sexual activity between consenting adults;
- involves racial or religious vilification;
- is unlawfully discriminatory;
- is defamatory;
- involves sexual harassment; or
- brings or has the potential to bring the employee and/or the Diocese of Toowoomba Catholic Schools into disrepute.

Category 3: Moderate



This category includes the following:

- language that would be considered offensive or discriminatory under the Code of Conduct
- depictions of violence that depicts the act of moderate physical or emotional harm
- partial or full nudity including cartoon nudity which does not show genitalia

Category 4: Low

This category includes the following:

- content that includes occasional text or verbal language that would be considered offensive or discriminatory under the Code of Conduct
- content that contains photographic, audio or text that would depict threatening or aggressive behaviour or low level physical or emotional harm

This category also covers personal use which satisfies the following 3 criteria:

- it occurs during normal working hours (but excluding the employee's lunch or other official breaks); and
- it adversely affects, or could reasonably be expected to adversely affect the performance of the employee's duties; and
- the use is more than insignificant.

10. Policy Updates

This policy may be updated or revised from time to time. Diocese of Toowoomba Catholic Schools Office will notify users each time the policy is changed. If users are unsure whether they are reading the most current version, refer to the intranet on <https://compass.hvb.catholic.edu.au> and titled Acceptable Use of Diocese of Toowoomba Catholic Schools Office provided ICT systems and resources policy (AUP).

11. General

The terms and recommended conduct described in this policy are not intended to be exhaustive, nor do they anticipate every possible use of Diocese of Toowoomba Catholic Schools Office's ICT systems and resources. Users are encouraged to act with caution and take into account the underlying principles intended by this regulation. If users feel unsure of appropriate action relating to use of ICT systems and resources, they should contact the Information and Communication Technology Helpdesk at support@hvb.catholic.edu.au



St Saviour's Primary School

14 Lawrence Street, Toowoomba Q 4350

PO Box 1145, Toowoomba Q 4350

Phone 4637 1700 | Email ssps@twb.catholic.edu.au | Web www.sspstwb.catholic.edu.au

Conditions of Use for St Saviour's Primary School ICLT Resources

1. By accessing and using the ICT resources provided by St Saviour's Primary, you are agreeing to abide by this Conditions of Use of ICT Resources statement.
2. These conditions apply to all St Saviour's Primary ICT resources, regardless of how they are accessed. This includes access at all installed computers, through users own hardware (for example, personal laptops, PDAs or other similar technology) whether wired or wireless, or remote access over the internet through users' own resources.
3. While staff and students (in particular, ICT staff engaged by individual schools) may be called upon in the course of their duties to undertake activities beyond those permitted by the terms of this Agreement, it is expected that any such activities undertaken must be done in accordance with the spirit of this statement.

Ethical, Legal and Responsible Use of ICT Resources

4. St Saviour's Primary requires all users of its ICT resources to do so in an ethical, legal and responsible manner.
5. Users of St Saviour's Primary ICT resources must be aware that use of these resources are subject to the full range of laws that apply to the internet, communications and to the use of computers, and St Saviour's Primary policies. Such law and principles includes users' obligations in relation to copyright, intellectual property, breach of confidence, defamation, privacy, bullying/harassment, vilification and anti-discrimination legislation, the creation of contractual obligations, and other civil and criminal laws.
6. St Saviour's Primary ICT resources must not be used for unauthorised commercial activities or unauthorised personal gain. Actions performed using St Saviour's Primary ICT resources must comply with the terms of any licence agreed to for the use of software programs and other online resources.

Copyright and Intellectual Property Rights

7. Users must not, through the use of St Saviour's Primary ICT resources, copy, download, store or transmit material which infringes copyright or the intellectual property rights of others without appropriate approval. Such material includes music files, movies, videos or any other form of media.
8. Users should be aware that actions performed using computer and network resources, regardless of any disclaimers that might be made, ultimately reflect on our educational institution and community as a whole. This is particularly relevant where users post or submit material in a way that makes it publicly available over the internet.

Security and Privacy

9. Users have a role to play in ensuring the security and privacy of information transmitted by use of the ICT resources. Users are issued with unique usernames and passwords, which should be kept strictly confidential at all times.
10. Users must protect systems, information and accounts by:
 - a. Choosing a secure password which is changed regularly (a secure password is one that is difficult to guess, for example, containing a combination of letter and numbers and not simply a name or date of birth)
 - b. Using access to ICT resources only as authorised;
 - c. Respecting the privacy and confidentiality of information that they may come across through access to the resources;
 - d. Only downloading, installing or using authorised software;
 - e. Reporting any breach or prospective breach of network security to the appropriate technical personnel or the ICT Services Help Desk;
11. Unacceptable conduct by users which could result in a breach of security or privacy includes:
 - a. Disclosing your username and password details to another person;
 - b. Disclosing other private or confidential information to unauthorised persons;
 - c. Gaining unauthorised access to any systems by any means;
 - d. Using St Saviour's Primary ICT resources to attack or compromise another system or network;
 - e. Downloading, installing or using unauthorised software programs;
 - f. Deliberately installing computer viruses or other malicious programs;
 - g. Accessing or intercepting others' electronic communications without permission.
12. Users should not, as a general rule, display personal information about themselves in a way that is publicly available. Where such disclosure is made through authorised avenues (for example, by the use of email or an official website), users should be aware that invasions of privacy may sometimes occur and it is outside St Saviour's Primary control to prevent such instances from occurring.
13. Users are reminded that email should not be used to send sensitive and confidential information.
14. Users must, however, be aware that the operation and maintenance of ICT systems often requires the backup and caching of data, the logging of activity and the monitoring of general usage patterns and as such, complete confidentiality and privacy cannot be

guaranteed. St Saviour's Primary may also be required to inspect or provide copies of electronic communications where required to by law, or where the investigation of possible misuses of ICT resources is required.

- a. Additional Conditions Relating to Specific Resources
15. The uses of the following resources are subject to additional conditions of use, which must be read in conjunction with this document:
 - a. Email
 - b. World Wide Web
 - c. Web Publishing Tools
 - d. See below for details

Breaches of these Conditions of Use

16. The breach of these Conditions of Use will be taken seriously and may result in disciplinary action being taken.
17. Examples of possible consequences range from loss or restriction of access to ICT resources, to formal disciplinary action for breach of School Discipline policy (students) or Code of Conduct (staff). Cases of serious, deliberate, and/or criminal breach will be referred to external authorities and may result in civil or criminal proceedings.

Additional Conditions Relating to Email

- As part of access to the ICT resources provided by TCS, users may be provided with access to an email account. These conditions also apply to any email service provided by an individual school directly.
- Users should use email for learning or administrative activities only. TCS as a matter of discretion, permits minimal use of email facilities to send and receive personal messages, provided that such use is minimal and kept to a reasonable level and does not adversely impact on personal work productivity. TCS may cease personal use at any time.
- Users will, upon an email account being established, be allocated a data quota which will represent the maximum space a user is permitted to use to store emails of the TCS ICT network. Users should not exceed this quota.
- Users must not use email to:
 - create or send email under another's name without express authorisation;
 - create, send or forward electronic chain letters or commercial emails (spam);
 - create, send or forward obscene, abusive, fraudulent, threatening or repetitive messages or those containing foul language (swearing);
 - harass, threaten, defame, vilify or discriminate against any person or group;
 - intentionally or irresponsibly damage or disable TCS or school ICT resources;
 - use email for the purposes of transferring excessively large files;
 - intentionally introduce computer viruses or other malicious programs to hardware or software or physically damaging systems;
 - cause interference with or disruption to any computer, computer network, information service, equipment or any user;
 - engage in any activity for personal monetary gain or commercial purposes;
 - send copies of electronic works in contravention of copyright or other intellectual property laws;
 - disseminate personal contact or other confidential information without appropriate authorisation or consent; or
 - engage in any other activity that is prohibited by the Conditions of Use or local, state or Commonwealth law.
- Students and Caregivers should make themselves familiar with Toowoomba Catholic Education Responsible Use of ICT Agreement

Additional Conditions Relating to Web Publishing Tools

- Through the access of ICT resources, users may be granted access to products and technologies that enable users to publish and share material over the intra/internet ("web publishing tools").
- Users should ensure that web publishing tools are used for learning or administrative activities only. Personal or commercial use of the web publishing tools through the TCS ICT network is not permitted.
- Users' access to the web publishing tools is subject to reasonable download restrictions. Users should not use TCS ICT resources to upload or download large numbers of unnecessary files or files that are excessive in size.
- Users must not use web publishing tools to:
 - o post or distribute illegal, inappropriate or immoral content
 - o upload excessive amounts of data
 - o post or distribute obscene, abusive, fraudulent or threatening material
 - o harass, threaten, defame, vilify or discriminate against any person or group
 - o engage in personal attacks upon any user or person
 - o post material or content involving foul language (swearing) or
 - o engage in any activity that is prohibited by the Conditions of Use for ICT Resources or local, state or Commonwealth law.
- Users must also ensure that they do not use web publishing tools in a manner that would breach, or would cause TCS to breach the terms and conditions of any applicable software licenses.
- If a user comes across material in breach of the Conditions of Use, the window should be closed and the appropriate school technical personnel or the ICT Services Help Desk should be notified immediately.

Supervision and Moderation

- Given the unique nature of the resources web publishing tools provide, as well as the responsibilities of users to ensure compliance with the Conditions of Use, teachers and other supervisors have a responsibility to ensure the resources are being used in a safe and appropriate manner by both themselves and all students.

- Prior to access being provided to students and other users, teachers and supervisors should be aware of the technological capabilities of web publishing tools and provided with appropriate moderation authority.
- Teachers and supervisors should actively browse and scrutinise material being posted and submitted by users through web publishing tools to ensure compliance with these Conditions of Use. Any material a teacher suspects to be in breach of this Policy or the Code should be either removed or if appropriate, quarantined and suitable, other parties notified.

Additional Conditions Relating to World Wide Web

- As part of access to the ICT resources provided by TCS, users may be provided with access to the World Wide Web.
- Users should use the World Wide Web for learning or administrative activities only. TCS, as a matter of discretion, permits minimal use of the World Wide Web facilities for personal use under these Conditions of Use, provided that such use is minimal and kept to a reasonable level and does not adversely impact on personal work productivity. TCS may cease personal use at any time.
- Users' access to the World Wide Web is subject to reasonable download restrictions. Users should not use TCS ICT resources to download large numbers of unnecessary files or files that are excessive in size.

Users must not use the World Wide Web to:

- access illegal, inappropriate or immoral content;
- download excessive amounts of data;
- download or install unauthorised programs or other material;
- create, display, or transmit threatening, racist, sexist, or harassing language and/or materials;
- access or author unauthorised "blogs" or other personal webpages;
- access or administer unauthorised discussion forums;
- disseminate personal contact or other confidential information without appropriate authorisation or consent;
- attempt to guess, capture, "hack", or decrypt any security details of any other person or user;
- access any internal or external server with the use of any stolen, guessed or hacked security details or other private data obtained without consent;
- engage in any activity for personal monetary gain or commercial purposes;
- engage in any activity that is prohibited by the Conditions of Use for ICT Resources or local, state or Commonwealth law.

If a user accidentally comes across material in breach of the Conditions of Use, the window should be closed and the appropriate school technical personnel or the ICT Services Help Desk should be notified immediately.





Administration of Medication at School Record Form

SECTION 1 – Parent/Guardian to complete - Details of emergency/routine medication which may be required to be administered by school staff during school hours – lodge this form with school office.					[insert student photo]		
Student name	Date of birth	Contact phone numbers					
Parent/carer name	<i>I request that school staff administer the following emergency/routine medication to my child, if required, during school or school-related activities, as specified in this section</i>						
Name of medication and treatment (eg Amoxicillin – Viral infection)	Dosage (e.g. 1 tablet)	Mode (e.g. by mouth)	Indications for use (e.g. one tablet three times daily with food)				
Name of Doctor	Contact phone number of doctor	Name of Pharmacist		Medicare No.			
Parent/carer signature	Date						
SECTION 2 – Medication Administrator to complete - Record of administration of a student's prescribed emergency/routine medication.							
DATE	TIME	DOSE GIVEN	DATE DOSAGE COMMENCED	BALANCE OF DOSAGE ON HAND	DATE DOSAGE CEASED	OUTCOME: RR – REST & REASSURE RTC – RETURN TO CLASS RTP – RELEASE TO PARENT SA – SENT IN AMBULANCE	SIGNATURE OF ADMINISTERING OFFICER AFTER EACH DOSE
Principal/Delegate signature		Date	Current Classroom teacher / Year level				

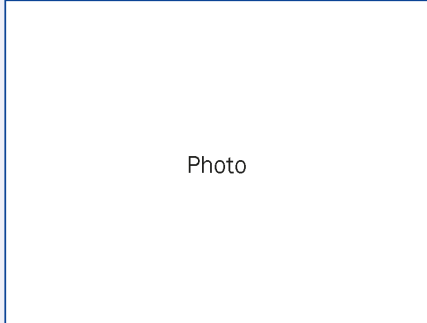
Parent/carer has collected unused medication that was to be administered at school, but now is no longer required. Date:

ACTION PLAN FOR

Anaphylaxis

Name: _____

Date of birth: _____



Allergens to be avoided: _____

Family/carer name(s): _____

Work Ph: _____

Home Ph: _____

Mobile Ph: _____

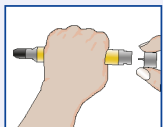
Plan prepared by: _____

Dr _____

Signed _____

Date _____

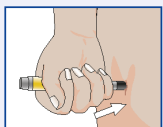
How to give EpiPen® or EpiPen® Jr



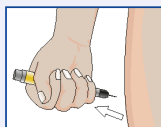
1. Form fist around EpiPen® and **PULL OFF** grey cap.



2. Place black end against outer mid-thigh (with or without clothing).



3. Push down **HARD** until a click is heard or felt and hold in place for 10 seconds.



4. Remove EpiPen® and be careful not to touch the needle. Massage the injection site for 10 seconds.

MILD TO MODERATE ALLERGIC REACTION

- swelling of lips, face, eyes
- hives or welts
- tingling mouth, abdominal pain, vomiting

ACTION

- stay with person and call for help
- give medications (if prescribed)
- locate EpiPen® or EpiPen® Jr
- contact family/carer



Watch for any one of the following signs of Anaphylaxis

ANAPHYLAXIS (SEVERE ALLERGIC REACTION)

- difficult/noisy breathing
- swelling of tongue
- swelling/tightness in throat
- difficulty talking and/or hoarse voice
- wheeze or persistent cough
- loss of consciousness and/or collapse
- pale and floppy (young children)

ACTION

- 1 Give EpiPen® or EpiPen® Jr**
- 2 Call ambulance*- telephone 000 (Aus) or 111 (NZ)**
- 3 Lay person flat and elevate legs. If breathing is difficult, allow to sit but do not stand**
- 4 Contact family/carer**
- 5 Further EpiPen® doses may be given if no response after 5 minutes**

If in doubt, give EpiPen® or EpiPen® Jr

EpiPen® Jr is generally prescribed for children aged 1-5 years.

*Medical observation in hospital for at least 4 hours is recommended after anaphylaxis.

Additional information _____

Name: _____

Date of birth: _____



Confirmed allergens:

Family/emergency contact name(s):

Work Ph: _____

Home Ph: _____

Mobile Ph: _____

Plan prepared by medical or nurse practitioner:

I hereby authorise medications specified on this plan to be administered according to the plan

Signed:

Date: _____

Action Plan due for review – date:

Note: This ASCIA Action Plan for Allergic Reactions is for people with mild to moderate allergies, who need to avoid certain allergens.

For people with severe allergies (and at risk of anaphylaxis) there are red ASCIA Action Plans for Anaphylaxis (brand specific or generic versions) for use with adrenaline (epinephrine) autoinjectors.

Instructions are on the device label.

Adrenaline autoinjectors (300 mcg) are prescribed for children over 20kg and adults. Adrenaline autoinjectors (150 mcg) are prescribed for children 10-20kg.

SIGNS OF MILD TO MODERATE ALLERGIC REACTION

- Swelling of lips, face, eyes
- Hives or welts
- Tingling mouth
- Abdominal pain, vomiting (these are signs of anaphylaxis for insect allergy)

ACTION FOR MILD TO MODERATE ALLERGIC REACTION

- For insect allergy - flick out sting if visible
- For tick allergy seek medical help or freeze tick and let it drop off
- Stay with person and call for help
- Give other medications (if prescribed).....
- Phone family/emergency contact

Mild to moderate allergic reactions (such as hives or swelling) may not always occur before anaphylaxis

WATCH FOR ANY ONE OF THE FOLLOWING SIGNS OF ANAPHYLAXIS (SEVERE ALLERGIC REACTION)

- Difficult/noisy breathing
- Swelling of tongue
- Swelling/tightness in throat
- Wheeze or persistent cough
- Difficulty talking and/or hoarse voice
- Persistent dizziness or collapse
- Pale and floppy (young children)

ACTION FOR ANAPHYLAXIS

1 Lay person flat - do NOT allow them to stand or walk

- If unconscious, place in recovery position
- If breathing is difficult allow them to sit



2 Give adrenaline (epinephrine) autoinjector if available

3 Phone ambulance - 000 (AU) or 111 (NZ)

4 Phone family/emergency contact

5 Transfer person to hospital for at least 4 hours of observation

If in doubt give adrenaline autoinjector

Commence CPR at any time if person is unresponsive and not breathing normally

ALWAYS give adrenaline autoinjector FIRST if available, and then asthma reliever puffer if someone with known asthma and allergy to food, insects or medication has SUDDEN BREATHING DIFFICULTY (including wheeze, persistent cough or hoarse voice) even if there are no skin symptoms

Asthma reliever medication prescribed: Y N

- If adrenaline is accidentally injected (e.g. into a thumb) phone your local poisons information centre.
- Continue to follow this action plan for the person with the allergic reaction.

Asthma care plan for education and care services

Photo of student (optional)

CONFIDENTIAL: Staff are trained in asthma first aid (see overleaf) and can provide routine asthma medication as authorised in this care plan by the treating doctor. Please advise staff in writing of any changes to this plan.

To be completed by the treating doctor and parent/guardian, for supervising staff and emergency medical personnel.

Plan date
 ___/___/201__

Review date
 ___/___/201__

PLEASE PRINT CLEARLY

Student's name _____ Date of birth _____

Managing an asthma attack

Staff are trained in asthma first aid (see overleaf). Please write down anything different this student might need if they have an asthma attack:

Daily asthma management

This student's usual asthma signs

- Cough
- Wheeze
- Difficulty breathing
- Other (please describe)

Frequency and severity

- Daily/most days
- Frequently (more than 5 x per year)
- Occasionally (less than 5 x per year)
- Other (please describe)

Known triggers for this student's asthma (eg exercise, colds/flu, smoke) — please detail:*

- Does this student usually tell an adult if s/he is having trouble breathing? **Yes** **No**
- Does this student need help to take asthma medication? **Yes** **No**
- Does this student use a mask with a spacer? **Yes** **No**
- *Does this student need a blue reliever puffer medication before exercise? **Yes** **No**

Medication plan

If this student needs asthma medication, please detail below and make sure the medication and spacer/mask are supplied to staff.

Name of medication and colour	Dose/number of puffs	Time required

Doctor

Name of doctor _____

Address _____

Phone _____

Signature _____ Date _____

Parent/Guardian

I have read, understood and agreed with this care plan and any attachments listed. I approve the release of this information to staff and emergency medical personnel. I will notify the staff in writing if there are any changes to these instructions. I understand staff will seek emergency medical help as needed and that I am responsible for payment of any emergency medical costs.

Signature _____ Date _____

Name _____

Emergency contact information

Contact name _____

Phone _____

Mobile _____

Email _____

Date of approval: December 2016 | Approved by: CEO Asthma Australia | Date of review: July 2018 | AACFED2016 Care Plan for Ed-Care-Serv AA.indd | 07 March 2017



ST SAVIOUR'S PRIMARY

School Prayer

God, the Giver of Life...

**You watch over St Saviour's Primary School
and are always by our side.**

Help us to strive for goodness each day.

Guide us as we live our Mercy values -

Teach us to show compassion and commitment.

Lead us to lives of service and quality.

Be with us this day as we pray... (stop and pray)

Catherine McAuley, shining light of Mercy... inspire us,

St Patrick, who showed the way... strengthen us,

Jesus, our companion and friend... walk with us.

We ask this in His Name. Amen.



